



**Government of South Australia**

Department of Education and  
Children's Services



# PERSONNEL ADVISORY COMMITTEE HANDBOOK

## **2006 Edition**

This handbook is available on the DECS website at [www.decs.sa.gov.au](http://www.decs.sa.gov.au).

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# PERSONNEL ADVISORY COMMITTEE

## **Implementation Guidelines**

## FOREWORD

A Personnel Advisory Committee (PAC) must be established in each school. The PAC is fundamental to ensuring effective staff consultation occurs within schools and is a key forum which contributes positively to decision making processes on matters pertaining to human resource management.

Clause 19.1 of the South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006 outlines the role and purpose of Unions in relation to informing employees of their rights and responsibilities.

The role of the PAC is embodied in the South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006. The current Agreement outlines specific procedures for the PAC's involvement in dealing with excessive workload concerns, as well as the allocation of Non Instruction Time (NIT) and Flexible Initiatives Resourcing (FIR).

The recent SA Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006 further clarifies the role of the PAC. In every school the effective operation of the PAC is dependent on the engagement of all relevant staff in consultation processes that inform decision making within the committee.

These revised Personnel Advisory Committee Implementation Guidelines have been compiled jointly by DECS and the AEU (SA Branch).

The Personnel Advisory Committee Implementation Guidelines provide operational and functional guidance for the role of the PAC in schools.

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## ROLE OF THE PERSONNEL ADVISORY COMMITTEE

The PAC is a key group in the effective deployment of human resources within the school. Members of the PAC are required to consult with and represent all staff. Having regard to the PAC Handbook, the PAC advises the principal on a number of human resource issues. However, in some instances the agreement of this committee is required. For example, in relation to any proposal to alter the staffing configuration (as compared with the *Staffing Allocation Document 1999*) the proposal must be referred by the principal to the PAC, consultation must occur with relevant staff affected by the proposal, and agreement must be reached with the PAC before the proposal is implemented.

The employer will in all cases, except where it is not practicable because of the nature or urgency of the matter, consult with the PAC at a school in relation to the deployment of staff within that school and the utilisation of the staffing complement provided to the school by the department.

The PAC may advise the principal on a matter referred to it pursuant to Clause 13.6 of the Enterprise Agreement. Where an individual staff member or members of the PAC are dissatisfied with the way in which a concern has been dealt with, the matter may be resolved in accordance with Clause 13.8.

## ISSUES FOR DISCUSSION BY THE PAC

Issues for discussion by the PAC include:

- (a) the overall configuration of staffing within the school;
- (b) the number, nature, profile, tenure and special emphasis of leadership positions within the context of school planning;
- (c) the final draft of job and person specifications for all staff (including SSOs and GSEs where the non-teaching staff representative must be present at the PAC meeting) prior to seeking approval from the Superintendent, Site Human Resources, or principal (in accordance with the DECS Merit Selection Policy and Procedures 1997). For leadership positions, there is now a 'whole of government' requirement that the applicant be familiar with OHSW risk management, as outlined on the DECS website;
- (d) procedures for filling school based leadership positions (in accordance with the DECS Merit Selection Policy and Procedures 1997);
- (e) strategies to manage work organisation, class structure, specialist teaching loads, instruction time and the allocation and configuration of classes;
- (f) the nature and extent of conversions consistent with any agreement between DECS and the AEU (SA Branch);
- (g) the vacancy descriptions for all teacher vacancies;
- (h) the implementation of the Part-time Teachers Policy 1992, including deployment of all part-time staff and access to training and development and promotion positions;
- (i) the implementation of the required placement procedures for all teaching staff;
- (j) training and development priorities within the context of school planning, ensuring equitable access for all staff to training and development within available resources;
- (k) strategies, where appropriate, to settle grievances in accordance with clause 13 of the South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006;
- (l) the allocation of Flexible Initiatives Resourcing within the school (refer to Clause 39.8 of the current Enterprise Agreement);
- (m) the allocation of additional leadership administration time in special schools (refer to Clause 41 of the current Enterprise Agreement) and schools (refer to Clause 25 of the current Enterprise Agreement);
- (n) concerns regarding excessive workload, including class size (refer to Clause 33 of the current Enterprise Agreement);
- (o) Non Instruction Time (refer to Clause 39.8 of the current Enterprise Agreement).

## COMPOSITION

Each school will establish a Personnel Advisory Committee comprised of the following membership:

- the principal (or nominee)
- a representative elected by AEU members at the school
- an equal opportunity representative elected by all staff at the school
- a member of the non-teaching staff, elected by non-teaching staff at the school, who will participate only when the PAC is to deal with matters pertaining to non-teaching staff.

The equal opportunity representative represents the whole staff in addition to providing expertise on equal employment opportunity matters to the PAC. The equal opportunity representative will consult with and report regularly to the whole staff.

The AEU (SA Branch) representative represents the AEU sub-branch members and will consult with and report regularly to the sub-branch.

The non-teaching staff representative represents all non-teaching staff and will consult with and report regularly to all non-teaching personnel.

However the membership of the PAC may be supplemented in the following circumstances:

1. Where there is five or fewer staff at the school, then all staff may choose to participate in the PAC.
2. Where a school is undergoing an amalgamation a PAC should operate on each of the sites involved until amalgamation is complete.

Any requests for variations, other than those set out above, need to be endorsed by the sub-branch and forwarded to the Director, Human Resources and Industrial Relations Services. Such requests will be referred to the President, Australian Education Union, for agreement.

# ELIGIBILITY AND ELECTION PROCEDURES

## 1. THE PRINCIPAL

The principal or his/her nominee is automatically a member of the PAC and must have participated in PAC training or agree to undertake training at the earliest possible opportunity.

## 2. THE AEU (SA BRANCH) NOMINEE

Any financial member of the AEU, including non-teaching staff, can be elected to the PAC as the AEU (SA Branch) nominee by the sub-branch members. The AEU sub-branch secretary is not necessarily the AEU nominee. A ballot is to be conducted in the usual way to elect an AEU nominee. The ballot should be formal, that is, determined at a meeting called by the sub-branch secretary and at which minutes are taken.

The AEU (SA Branch) nominee must have participated in PAC training or agree to undertake the training at the earliest possible opportunity.

## 3. THE EQUAL OPPORTUNITY REPRESENTATIVE

The equal opportunity representative should be formally elected by the whole staff. All staff appointed to the school including teachers, school services officers, Aboriginal education workers and Government Services employees, are eligible to be elected as equal opportunity representatives on the PAC.

The equal opportunity representative must have undertaken DECS merit selection panellist training or be willing to undertake this training at the earliest opportunity.

The equal opportunity representative must have participated in PAC training or agree to undertake the training at the earliest possible opportunity.

## 4. THE NON-TEACHING REPRESENTATIVE

All non-teaching staff are eligible for election, including union members. The non-teaching representative should be elected by all non-teaching staff through a formal ballot process.

The non-teaching representative must have participated in PAC training or agree to undertake the training at the earliest possible opportunity.

## **TRAINING**

Training sessions are available for all members of the PAC. PAC members are strongly encouraged to update their training as needed.

Other staff, particularly proxy members of the PAC, are encouraged to attend PAC training.

It is important that PAC members have access to relevant information, particularly those resource documents identified on page 15, to enable them to undertake all aspects of their role.

## **REPRESENTATION BY GENDER AND CULTURAL BACKGROUND**

As with other committees in DECS, PAC membership should reflect the profile of the staff in the school. This will need to be taken into consideration when electing members of the PAC. The AEU (SA Branch) nominee is to be elected before electing the equal opportunity representative. Where necessary the position of equal opportunity representative is to provide gender representation, if required. Consideration should also be given to cultural inclusivity in the composition of the PAC.

## **SPECIALIST EXPERTISE**

Specialist expertise (including departmental officers, teaching and non-teaching staff) may be called upon to provide information or advice which will assist the PAC in formulating a recommendation on particular matters to the principal. This is strongly recommended in large and complex schools. Such people are not formal members of the PAC. They must withdraw from the meeting at the conclusion of their advisory function to enable the PAC to determine a recommendation on the matter under consideration.

## **TENURE**

Elections of the AEU (SA Branch), equal opportunity and non-teaching representatives for the PAC are to be held annually. Members of the PAC are elected for a 12 month period. They may stand for re-election in subsequent years.

Schools are strongly encouraged to consider holding the election at the beginning of Term 2.

## **PROXY MEMBERS**

Staff should elect proxy members for the roles of AEU (SA Branch) representative, equal opportunity representative and the non-teaching staff nominee to serve on the PAC. Proxy members should only be appointed to the PAC in the case of conflict of interest, prolonged sickness or other emergencies which prevent the elected PAC member from undertaking their role.

## **PAC MEETINGS**

The PAC must meet regularly (at least twice per term) but in many instances it may be necessary for the PAC to meet on a more frequent basis. Meeting times and agendas must be published well in advance to enable staff to present their concerns. Minutes, recommendations and outcomes determined at PAC meetings must also be published and accessible to all staff.

It is essential that clear reporting, consultation and accountability mechanisms are established and published to ensure the effective participation of all staff in the consultation process.

## **CONFIDENTIALITY**

It is expected that there will be broad consultation with staff regarding the majority of matters raised with this committee. Confidentiality within the PAC is usually restricted to personal matters concerning individuals. Such matters as vacancy descriptions, class allocations and staffing targets are not confidential and should be shared with all staff.

Principals should take every precaution to ensure that personal information is not released without the written consent of the person concerned.

Confidentiality requirements should be clearly identified to ensure they are not used unnecessarily to prevent consultation. The management of confidentiality should be clarified by the principal at the first meeting of the PAC and should be discussed at a staff meeting each year after the election of the PAC.

Principals deal with and act upon confidential information as part of their leadership and management role. Principals must ensure discretion when confidential information impacts on the exploration of an issue being addressed by the PAC. If such information is disclosed to PAC members, it is essential that they respect the confidential nature of the information.

PAC members should note that any breach of confidentiality may lead to disciplinary action under Section 26 of the Education Act, or established disciplinary procedures for non-teaching staff.

## **TIME ALLOCATION FOR PAC MEMBERS**

In view of the broad range of responsibilities undertaken by the PAC, principals should strongly consider ways in which PAC members can be provided with time to enable them to be effective in their roles. Duties such as yard-duty, relief cover or other in-school responsibilities may be reorganised to accommodate this.

Clause 39.8.1 of the current Enterprise Agreement states that FIR may be used for release time for AEU sub-branch secretaries, members of the PAC and OHS&W representatives.

## **RELATIONSHIP BETWEEN PAC AND OTHER MANAGEMENT STRUCTURES**

The PAC is the key forum for discussion and consultation in relation to all human resource issues, and in some cases, decision-making as agreed by the industrial parties to the Enterprise Agreement 2006. However, schools operate with a range of decision making structures and processes which may inform the work of the PAC. The PAC has been established to enhance the consultative processes already operating in the school and the relationship between these groups should be clearly documented and agreed to by all staff.

## **PAC AND SELECTION PANELS**

The PAC is not a selection panel for any advertised positions. However, the PAC provides advice to the principal in relation to job and person specifications as well as the most appropriate option for filling internally advertised vacancies with tenure of up to six months or two terms. The four options to select and appoint teachers to vacancies of this tenure are outlined on page 30 of the Merit Selection Policy and Procedures (School Sector) 1997.

## DISPUTE RESOLUTION

In accordance with South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006, the procedures for preventing and settling industrial disputes as detailed in Clause 13 are to apply.

Any grievance, industrial dispute or matter (including matters the subject of the Enterprise Agreement) likely to create a dispute should be dealt with in the following manner:

### 13. General - Procedures for Preventing and Settling Industrial Disputes

- 13.1 The parties to this Enterprise Agreement will make every endeavour to facilitate the effective functioning of this procedure.
- 13.2 This procedure aims to avoid industrial disputes, or where a dispute occurs, to provide a means of settlement based on consultation, cooperation and discussion and the avoidance of interruption to work performance.
- 13.3 Without prejudice to either party, and except where a bona fide health and safety issue is involved, work should continue, without disruption by means of industrial action, on a status quo basis while matters in dispute are being dealt with in accordance with these procedures. 'On a status quo basis' shall mean the work situation in place at the time the matter was first raised in accordance with this procedure.
- 13.4 Any grievances, industrial disputes, or matters (including matters the subject of this Agreement) likely to create an industrial dispute arising under this Enterprise Agreement should be dealt with in the following manner:
  - 13.4.1 The employee representative(s) who are parties to this Enterprise Agreement will advise the staff at each worksite of the name(s) of the representative(s) responsible for consultation on matters arising on the job.
  - 13.4.2 Any staff member with a dispute is able to:
    - (a) seek a personal resolution by raising the matter with the person responsible for the dispute;
    - (b) raise it directly with the site manager; or
    - (c) raise it with the employee representative who shall raise the matter with the most immediate site manager.
- 13.5 If requested by the site manager, the subject of the dispute shall be put in writing, so far as is reasonably practicable.

- 13.6 The site manager shall endeavour to resolve the dispute and in the case of schools, may refer the dispute to the Personnel Advisory Committee for advice.
- 13.7 The matter shall be addressed as soon as possible either by way of an agreed resolution or by negotiating an agreed method and timeframe for proceeding.
- 13.8 If the matter is not resolved at this level the employee or employee representative should ask for it to be referred to the Executive Director, Strategic Human Resources Management and Organisational Development (or delegate) or Institute Director (or delegate) (as appropriate) who shall arrange a conference to discuss the matter.
- 13.9 For matters which have not been resolved at the worksite level, or for matters beyond the worksite level, the following procedures shall be used:
- 13.9.1 The parties or their representatives should notify each other in writing of the name of their nominated representatives, if any, who would be responsible for seeking resolution to matters which cannot be resolved at the worksite.
- 13.9.2 The employee representative(s) or the representative(s) of the other parties thus accredited will be the only person(s) entitled to make representations on behalf of the employee(s).
- 13.9.3 The employer representative(s) thus accredited will be responsible for dealing with matters raised by the employee representatives or other parties.
- 13.9.4 When a matter is referred to the Executive Director, Strategic Human Resources Management and Organisational Development (or delegate) or Institute Director (or delegate) (as appropriate) a conference of the relevant parties shall be called to discuss the matter. When a matter is referred to an employee representative, that person shall refer it to the Executive Director, Strategic Human Resources Management and Organisational Development (or delegate) or Institute Director (or delegate) (as appropriate) who shall call a conference as described.
- 13.9.5 The conference shall be commenced within 48 hours of the dispute or likely dispute having been referred to the Executive Director, Strategic Human Resources Management and Organisational Development (or delegate) or Institute Director (or delegate) (as appropriate) or within such longer or shorter period as may be agreed by the parties.
- 13.10 At any stage in the procedure after consultation between the parties has taken place, in accordance with the procedure, either party may request, and be entitled to receive a response to its representations within a reasonable time, as may be agreed upon between the parties.

- 13.11 When a dispute is not resolved in accordance with this procedure, the matter may be referred to the Industrial Relations Commission of South Australia by any party to both the dispute and to this Enterprise Agreement, for conciliation and if not resolved, for arbitration.
- 13.12 If there is undue delay on the part of any party in responding to the matter creating a dispute or likely dispute, the party complaining of the delay may take the matter to another level of the procedure if the party believes it is desirable to do so.
- 13.13 In the event of a party failing to observe this procedure, the other party may take such steps as determined necessary to resolve the matter.
- 13.14 This procedure will not restrict the employer or its representative(s) or a duly authorised official of a union or representative of an employee making representations to each other.

## RESOURCE DOCUMENTS

All schools will have a copy of the Resource Entitlement Statement, the Staffing Allocation Document, the staffing entitlement (SEA1056 and SEA1057) for that particular school and the Staff List.

All members of the PAC must be provided with copies of these documents at the time they are provided to the school, and PAC members are authorised to use these documents in their consultation process with staff. From this information, members of the PAC will be able to ascertain the utilisation of funding for leadership, teaching and non teaching staffing within the school.

Other resource documents to which the PAC may wish to refer include:

- Personnel Management Standards – Public Sector Management Act 1995 (General Public Sector Aims and Standards part 2 (Section 5))
- South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006. In particular:
  - Clause 33; School – Fair and Reasonable Treatment - Workload
  - Clause 39; School – Personnel Advisory Committee (PAC)
  - Clause 43; School – Recruitment and Selection of Teaching Staff
- Commissioners Standards
- Education Act & Regulations
- Administrative Instructions and Guidelines, and in particular Section 4 Paragraph 64 'Staff Development' Administrative Instructions and Guidelines
- Teachers (DECS) Award
- School Services Officers (Government Schools) Award
- Aboriginal Education Workers (DETE) Award
- SA Government Services Award
- Merit Selection Policy and Procedures (School Sector) 1997
- DECS Part-time Policy
- Recruitment and Selection of Teaching Staff in the School Sector document
- School Based Ancillary Staffing Policies and Procedures 2005
- DECS Managing Diversity in the Workplace Policy 1999
- Grievance Resolution Policy for Employees 1998
- Grievance Procedures for Employees in Children's Services and School Sector 1998
- Leave Management in Schools - Teachers
- Leave Management in Schools 1993 [to be used for non teaching staff only]
- HR04 – DECS Special Leave Policy
- Australian Standard 4360-Risk Management or equivalent, such as the DECS Risk Management framework and risk management templates found on the DECS website, under staff>OHSW>resources>hazard management.
- Relevant DECS circulars and Xpress
- Relevant AEU Journals, newsletters and website

Excerpts from some of these resource documents are contained in the section entitled Additional Information to assist the work of the PAC. These documents are on the departmental website available in all schools: [www.decs.sa.gov.au](http://www.decs.sa.gov.au) <search by document title.

# PERSONNEL ADVISORY COMMITTEE

## **Key Information**

## **CONFLICT/DISPUTE RESOLUTION: PROBLEM SOLVING**

The PAC will at times be required to meet to consider and, where relevant, resolve issues in relation to a range of human resource matters.

### **IDENTIFY THE ISSUES AND CONSIDER THE FOLLOWING QUESTIONS:**

- What is the problem?
- Who is involved or affected?
- What are their needs or concerns?
- What further information is needed?
- What are the implications for student learning outcomes?
- What are the implications for the staff members involved?

### **THEN**

- List possible options.
- Listen to and carefully consider the different points of view raised.
- Look at possible outcomes and advantages and disadvantages of each option.
- Select the option which best meets the needs of all those concerned, consult and implement.
- Consult extensively with and communicate decisions to relevant, affected staff.
- Explain how and why decisions were made.
- Establish a time for review.

### **HINTS**

- Ask the person raising the issue to write it down so it can be taken to PAC in a succinct and clear form.
- Ask the person to suggest any possible solutions.

## **GUIDELINES FOR INTERNALLY ADVERTISED TEACHER AND SECONDED TEACHER VACANCIES UP TO AND INCLUDING 6 MONTHS OR 2 TERMS**

For school-based vacancies the principal, in consultation with the Personnel Advisory Committee, will choose the most appropriate option as outlined in the DECS Merit Selection Policy and Procedures 1997 (refer to the following page) to appoint staff to vacancies of this tenure. Factors to be considered include length of tenure, the number of staff wishing to apply for the position and the timelines involved in filling the vacancy.

### **NON NEGOTIABLES**

- All appointments must be based on merit regardless of the length of tenure.
- The degree to which applicants meet the person specification must be the basis for all appointments.
- Job and person specifications (modified as appropriate) are made available to all eligible staff.
- For school based positions the role of the Personnel Advisory Committee is to advise the principal of the most appropriate option(s) for filling internal short term vacancies.
- Referee comments must be sought for shortlisted applicants in order to verify that the successful applicant best meets the requirements of the person specification.
- Confidentiality is essential for all aspects of the process.
- The appropriate forms are completed for every short term vacancy and stored confidentially at the worksite by the chairperson for a period of two years.
- Appropriate documentation should be forwarded to the relevant staffing officer.

## **OPTIONS FOR INTERNALLY ADVERTISED TEACHER AND SECONDED TEACHER VACANCIES UP TO AND INCLUDING 6 MONTHS OR 2 TERMS**

The DECS Merit Selection Policy and Procedures 1997 document outlines the options for internally advertised teacher and seconded teacher vacancies up to and including 6 months or 2 terms as follows:

### **OPTION 1**

- All eligible staff complete a proforma indicating which positions they would be willing to accept and the skills, knowledge and experience they would bring to the position.
- Teachers in PAT and contract positions should have the opportunity to complete the proforma as part of their induction process.
- Using the skills register the principal/manager selects the most appropriate match(es).
- A referee check is made to ensure that each applicant has the necessary skills, knowledge and experience to achieve the outcomes of the position.

### **OPTION 2**

- The principal/manager calls for a one line expression of interest and the names of 3 referees from all eligible staff.
- The principal/manager seeks comments from a referee for each applicant and makes the appointment according to which applicant best meets the requirements of the person specification.

### **OPTION 3**

- The principal/manager calls for a written application of up to two pages addressing a limited number of key requirements in the person specification.
- Referee comments must be obtained to verify the skills, knowledge and experience of the shortlisted applicant(s) and may be used to distinguish between applicants who appear to meet the requirements equally in the written application.
- After considering the written applications and referee comments the principal/manager selects the applicant who best meets the requirements specified.

### **OPTION 4**

- The principal/manager may choose to form a panel consisting of a trained chairperson and a trained panellist elected by staff.
- The panel will determine the most appropriate process depending on factors such as the number of applicants, the length of tenure and the timelines involved.
- A referee check for all short listed applicants is necessary to determine which applicant best meets the requirements of the person specification.
- The panel may choose to use other parts of the selection process such as work reports, written application or interview, as appropriate.

## **SECTION 67 EQUAL EMPLOYMENT OPPORTUNITY PROGRAM FOR WOMEN**

As outlined in the Merit Selection Panellist Handbook, the Section 67 Equal Employment Opportunity Program for women has been developed in response to the under-representation of women in school leadership positions, particularly as principals and deputy principals.

The key aim of the program is to provide women with increased access to leadership experience so that they can demonstrate a proven record of educational outcomes and apply on a more equal basis for longer term promotion positions.

The program enables principals, in consultation with their Personnel Advisory Committees, to advertise coordinator, assistant principal, deputy principal and principal vacancies with tenure of 12 months or less to women only in the first instance.

The role of the PAC is to advise the principal as to whether it is appropriate to use the Section 67 scheme with regard to a specific position.

Factors which principals and Personnel Advisory Committees may wish to consider in using the provisions of the Section 67 program include:

- the current leadership profile of the particular school;
- the required outcomes of the job specification;
- the needs of specific groups of students;
- other factors relevant to the school's immediate or longer term priorities.

This programme is currently under review by the Office of People and Culture. Before progressing with this programme contact should be made with the Superintendent, Site Human Resources.

## **SCHOOL SERVICES OFFICER AND GOVERNMENT SERVICES EMPLOYEE POSITIONS**

The principles of merit selection and associated processes such as short listing, contacting referees and evaluating information are the same for teachers applying for promotion positions, seconded teachers, school services officers, Aboriginal education workers, early childhood workers and government services employees.

However, there are some differences that apply to positions for school services officers and government services employees and these are covered below.

Positions are identified by the principal in consultation with non-teaching staff and other relevant staff.

As outlined in the DECS Merit Selection Policy and Procedures 1997 document, for vacancies of less than 15 hours:

- Additional hours are offered in the first instance to part-time employees within the relevant school. If more than one staff member requests an increase in time, an appropriate merit selection process must be used (refer to the following page).
- If the vacancy cannot be filled in this manner, additional hours are then offered to part-time employees in nearby schools by negotiation with the Superintendent, Site Human Resources.
- Where the vacancy is more than 12 months the panel composition is the same as for positions advertised in the Notice of Vacancies (a trained chairperson, a trained non-teaching staff member elected by the non-teaching staff, and a teacher who has undertaken panellist training elected by the teaching staff).
- Where the vacancy is greater than 6 months up to and including 12 months a panel consisting of a trained chairperson (principal or nominee) and a trained panellist elected by the non-teaching staff manages the selection process.
- Where the tenure of a school services officer vacancy is less than 6 months the principal, in consultation with the non-teaching staff, appoints using one of the options on the following page. Factors that may be considered include length of tenure, the number of staff wishing to apply for the position and the timelines involved in filling the vacancy.

## **OPTIONS FOR SCHOOL SERVICES OFFICER AND GOVERNMENT SERVICES EMPLOYEE POSITIONS OF LESS THAN 15 HOURS AND LESS THAN 6 MONTHS**

The DECS Merit Selection Policy and Procedures 1997 document provides options for school services officer and government services employee positions of less than 15 hours and less than 6 months as follows:

### **OPTION 1**

The principal calls for a one line expression of interest and the names of three referees from all eligible staff. The principal seeks comments from a referee for each applicant and appoints the applicant who best meets the requirements of the person specification.

### **OPTION 2**

The principal calls for a written application of no more than two pages addressing a limited number of key requirements in the person specification. Referee comments must be obtained to verify the skills, knowledge and experience of short listed candidates and may be used to distinguish between applicants who appear to meet the requirements equally in the written application. After consideration of the written application(s) and referee comments the principal selects the applicant who best meets the specified requirements.

### **OPTION 3**

The principal forms a panel consisting of a trained chairperson and a trained panellist elected by the non-teaching staff. The panel determines the most appropriate process depending on the number of applicants, the length of tenure and the timelines involved. Referee checks for all short listed applicants are necessary to determine which applicant best meets the requirements of the person specification. The panel may use other parts of the selection process such as work reports, written application or interview, as needed.

## **SCHOOL SERVICES OFFICER AND GOVERNMENT SERVICES EMPLOYEE POSITIONS OF MORE THAN 15 HOURS**

### **VACANCIES OF MORE THAN 15 HOURS**

These positions are filled by negotiation with the relevant site human resources consultant.

**Externally advertised positions appear in the notice of vacancies/Xpress.**

All panellists must be trained. The panel will comprise:

- the principal or nominee as chairperson;
- a non-teaching staff member elected by the non-teaching staff;
- a teacher elected by the teaching staff.

There is no page limit or required format for school services officer and government services employee positions.

The panel reports for these positions are forwarded to the Superintendent, Site Human Resources, or relevant personnel consultant in State Office.

### **MINIMUM HOURS OF ENGAGEMENT**

Clause 30 of the Enterprise Agreement 2006 states:

- From the commencement of the 2006 school year, non-teaching staff will be employed for a minimum shift period of two hours.
- Non-teaching staff will not be required to work two or more shift periods in any one day unless agreed by the employee.



Department of Education  
and Children's Services



Government  
of South Australia

**JOB AND PERSON SPECIFICATIONS**  
**(EXTERNAL TEACHER POSITIONS [EXCEPT PRINCIPAL POSITIONS] – EDUCATION ACT)**

Position title:

Classification:

Location:

Period of appointment: from:    to:    Fraction of time:

**Job and Person Specification Approval**  
by Principal/Manager: \_\_\_\_\_ / /

**JOB SPECIFICATION:**

1. Role Description

2. Reporting/Working Relationships

3. School Context/Site Context

4. Expected Outcomes

5. Special Conditions

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**PERSON SPECIFICATION:  
ESSENTIAL REQUIREMENTS:**

1. Eligibility

Persons who are members of one of the following groups are eligible to apply for this position:

- permanent DECS employees
- persons who are appointed by the department on a temporary or casual basis (including contract teachers and temporary relieving teachers), on any day during the period for which applications are being accepted for the position
- eligible public sector employees as listed in the Notice of Vacancies for the South Australian public sector.

At the conclusion of their appointment, permanent DECS employees will be placed according to the terms of their substantive appointment and the policies in operation at the time. The placement of employees from other public sector organisations will be the responsibility of these organisations.

DECS is an equal opportunity employer.

2. Personal Skills and Abilities

3. Knowledge

4. Experience (including community experience)

5. Qualifications

Applicants must hold teacher registration before taking up the position. (Delete if not applicable).

**DESIRABLE REQUIREMENTS:**

1. Personal Skills and Abilities

2. Knowledge

3. Experience (including community experience)

4. Qualifications

## **JOB AND PERSON SPECIFICATIONS – NOTES**

### **(EXTERNAL TEACHER POSITIONS [EXCEPT PRINCIPAL POSITIONS] – EDUCATION ACT)**

#### **JOB SPECIFICATION**

1. Role Description

This is an overview of the general responsibilities of the position.

2. Reporting/Working Relationships

This provides a context for the position within the worksite. It should include:

- the line management position to which the person will report (e.g. principal);
- the number (FTE) and employment categories of staff whom the person will manage;
- other personnel with whom the person will be working.

3. Reference must be made to the school/site context statement.

4. Expected Outcomes

These should be in priority order and appropriate to the level and tenure of the position.

5. Special Conditions

These could include features such as out of hours work, extensive travel etc.

#### **PERSON SPECIFICATION**

The "Essential Requirements" section of the person specification should not have more than 6 criteria under "Evidence". These requirements need to be appropriate to the level of the position and should specify only those elements which are essential for the position. Overlap between criteria should be avoided. The criteria used should be related to the job description and the school context, and expressed in a way which optimises objective assessment.

Holding registration as a teacher before taking up the position is essential for all teacher leadership positions and seconded teacher positions. This requirement may be deleted for other positions.

Desirable requirements are used to discriminate between applicants only after all essential requirements have been taken into consideration by the panel. Use of one or more of the stated sections is optional.

#### **ADDITIONAL INFORMATION**

Circular 50 from the Commissioner for Public Employment – "Preparation of Job and Person Specifications" – provides guidelines on the preparation of job and person specifications. While this has been cancelled as a Circular, the information it contains is still useful.

Any essential qualification or knowledge must be clearly relevant to the duties. These must not exclude people who might reasonably be able to carry out the duties properly after a short period of familiarisation. Higher qualifications should only be desirable requirements.

For non-school based positions, line managers are advised to consult the Human Resources Consultant about possible Essential Qualification Requirements.

## STAFFING OF SCHOOLS

As outlined in the “*Recruitment and Selection of Teaching Staff in the School Sector*” Document, all schools are funded on a resource entitlement in accordance with the formulae contained in the Staffing Allocation Document and the Enterprise Agreement, as well as additional resourcing flowing from Commonwealth and State Government programs and discretionary allocations.

Tier 1 staffing is determined by student enrolment numbers according to the agreed staffing formula.

Tier 2 staffing provides additional support for designated groups.

Additional resources may be provided in the Resource Entitlement Statement for certain categories of students. Some tier 2 staffing is formula generated (e.g. School Card and Open Access) while some is allocated on a needs basis, according to criteria relevant to the project.

The principal is provided with documents stating the allocation of salaries in schools based on the 1999 Staffing Allocation Document, the teacher staffing entitlement (SEA 1056) and the ancillary staffing entitlement (SEA 1057).

The PAC will have a copy of the Resource Entitlement Statement (SEA 1024), the Staffing Allocation Document, the staffing entitlement (SEA 1056 and SEA 1057) for that particular school and Appendix A South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006. This will enable the PAC to ensure that the Commitment under Appendix A is met. All staff are entitled to access these documents and be fully consulted on staffing matters, except where confidentiality is required as outlined on page 10 of the PAC Handbook.

Appendix A, South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006 provides more detailed information regarding staffing of schools.

### **The staffing process is conducted in four phases.**

#### **PHASE 0**

- Begins in early Term 2.
- Schools are provided with a staffing entitlement (SEA 1056) for the following year based on the history of student numbers in the school and the progression of students from one year level to the next.

#### **PHASE 1**

- Continues throughout the year.
- Discussion occurs between the principal and the relevant placement officer on variations to enrolments.
- Closed off at the end of the school year.

• **PHASE 2**

- Begins day 1 of the following school year.
- Is based on actual enrolments on day 1 and day 6 as projected to the February census date.
- Determines final staffing levels, any need for required placement or additional staffing.

**PHASE 3**

- Begins week 3, Term 1.
- Once adjustments to staffing allocation have been confirmed, the principal and the placement officer agree to the staffing level.

Some teacher time can be converted to TRT days, SSO hours and Hourly Paid Instruction.

<b>ALLOCATION OF ANCILLARY STAFF</b>
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The allocation of ancillary staff is calculated on a base allocation which is:

Primary and Junior Primary Schools..... 28 hours per week

Area Schools ..... 41 hours per week

Secondary Schools..... 78 hours per week

plus 4.25 hours per week for each Tier 1 teacher and five hours for each Tier 2 teacher

plus 3.5 hours per week per hectare (maximum of ten hours).

Note: Special Schools now have a base allocation of 28 hours, as well as additional SSO staffing based on the number of students and the level of their disabilities.

## **FLEXIBLE INITIATIVES RESOURCING**

The role of the PAC is to provide the principal with advice on the allocation of the Flexible Initiatives Resourcing within individual schools.

DECS will continue to provide Flexible Initiatives Resourcing (FIR) to schools and preschools in a manner consistent with Appendix A of the s.170MX Award 2000 [T3328] except that the amount will be indexed to reflect salary increases.

Flexible Initiatives Resourcing was originally provided to support the needs of individual schools and their students. The Flexible Initiatives Resourcing should be used for:

- whole school programs;
- release time for teachers to reduce workload;
- flexible class size configurations or;
- ancillary support for classroom teachers.

Flexible Initiatives Resourcing may also be used for release time for AEU sub-branch secretaries, members of the PAC and OHS&W representatives.

It is not intended that FIR be used for administrative purposes. Any change to a school's staffing configuration is subject to clause 39.5 of the South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006.

The additional resourcing is based on student enrolments. In allocating this resource schools are required to take into account the current departmental priorities. Schools will be given flexibility within the above parameters to meet their needs.

Information related to the staff profile determined by the Staffing Allocation Document including the Resource Entitlement Statement will be available to the PAC to establish staffing arrangements in the school.

## **NON INSTRUCTION TIME**

Schools are provided with teaching staff through the normal allocation process, as described in the Staffing Allocation Document, to allow for the provision of NIT for classroom teachers.

The total NIT allocation for a school will enable, on average, a NIT allocation of 9.5% for teachers of primary aged students, 15% for teachers of years 8 to 11 and 17% for teachers of year 12. The expectation is that schools will use this allocation for teachers to be provided with NIT to support a range of professional activities including:

- preparation of lessons;
- assessment of students' work;
- report writing;
- curriculum development.

In determining teachers' workload, the PAC will consider a range of factors including:

- allocation of NIT;
- class size and complexity;
- specific relevant characteristics of the teaching duties;
- yard duty;
- other duties and responsibilities undertaken by the teacher;
- involvement in whole of school activities;
- negotiated personal development and growth plans.

It would be reasonable to expect each period of NIT to be a minimum of one lesson and in any case not less than 30 minutes. This expectation also applies to language teachers and other NIT teachers in primary schools.

Teachers who may have grievances that emerge from the allocation of NIT process are able to discuss their concerns with the principal, raise them with members of the PAC or pursue them through existing industrial arrangements.

## **CLASS SIZE**

### **CATEGORY 1, 2 AND 3 DISADVANTAGED SCHOOLS**

In Category 1, 2 and 3 Disadvantaged Schools, if it is proposed that a teacher will have an average, 'general class' size exceeding the notional number generated by formulae, that teacher could then refer the matter to the principal or to the PAC for consideration, including consideration of adjustment of other workload factors (e.g. student profile, yard duty responsibilities, other duties, non instruction time).

In addition if the teacher is not satisfied with the outcome of that consideration, the teacher could then refer the matter to the Executive Director, Human Resources and Workforce Development, for further consideration.

### **ALL SCHOOLS**

Teachers may raise concerns regarding excessive workload, including class size, under Clause 33 of the Enterprise Agreement.

This does not preclude teachers having recourse to other processes, nor does this preclude other teachers referring matters to the PAC for consideration, including under Clause 13 of the Enterprise Agreement - Procedures for preventing and settling industrial disputes.

## **FAIR AND REASONABLE TREATMENT - WORKLOAD**

Clause 33 of the current Agreement enables individual staff members to refer workload concerns to the PAC.

An individual staff member may raise concerns regarding excessive workload directly through the PAC. Matters which may specifically be of concern include the level of non instruction time, class size, yard and bus duty, meeting attendance, administration and leadership time, extra-curricula activities and general duties as they relate to non-teaching staff.

In considering the grievance the PAC will take into consideration the balance of workload for the individual as well as the comparative workload of other staff.

The matter should be addressed expeditiously and, in any case, within five working days of written notification of the grievance either by way of an agreed resolution or by negotiating an agreed method or time frame for proceeding.

Should the grievance not be resolved with the PAC, the aggrieved may elect to use the grievance procedure contained in this Enterprise Agreement.

## **ABORIGINAL TEACHERS' RECRUITMENT EEO PROGRAM**

As outlined in the Merit Selection Panellist Handbook, this program is one of a range of departmental strategies aimed at increasing the representation of Aboriginal and Torres Strait Islander people in the department's workforce as outlined in the *DECS Aboriginal Strategy 2005-2010*. This programme has been gazetted under Sections 67 (2) (a) and (b) of the Public Sector Management Act.

The Section 67 scheme, which replaces the earlier Section 65 scheme under the Equal Opportunity Act, involves offering Aboriginal or Torres Strait Islander teaching graduates, who do not immediately gain permanent employment through normal recruitment processes, contract work for two years.

In order to support the new Aboriginal or Torres Strait Islander teachers, schools and pre-schools will be given 0.2 staffing allocation for the provision of induction, support and mentoring. Additional training and development support is also planned for all staff involved with the implementation of this scheme.

In schools, the PAC will advise the principal on the use of this additional allocation which must be used solely for the support and professional development opportunities of the Aboriginal teacher.

## CONVERSION RATES

The maximum conversion for teacher salary within the staff target is 0.5 FTE within the school year. This does not apply to flexible initiatives resourcing or salaries purchased within the global budget. If, however, a school does convert teacher salary through flexible initiatives resourcing the following rates apply:

			<b>Teacher Salary/Year</b>	=	<b>TRT Salary Days/Year</b>
0.1 teacher salary/term	=	5 TRT Days	0.1	=	2
0.1 teacher salary/week	=	6 SSO hours/week	0.2	=	4
			0.3	=	6
1.0 TRT day	=	12 SSO hours	0.4	=	8
			0.5	=	10
0.1 teacher salary/term	=	25 class 3 HPI hours	0.6	=	12
			0.7	=	14
0.1 teacher salary/term	=	37.5 class 4 HPI hours	0.8	=	16
			0.9	=	18

## LEADERSHIP STRUCTURE

The table below shows the school leadership entitlement (coordinator) based on total teacher allocation.

<b>Total Teacher Allocation</b>	<b>Number of Coordinators Level 3 (Secondary Schools) Number of Coordinators Level 1 (Primary Schools)</b>
2.00 - 5.99	1
6.00 - 9.99	2
10.00 - 13.99	3
14.00 - 17.99	4
18.00 - 21.99	5
22.0 - 25.99	6
26.00 - 29.99	7
30.00 - 32.99	8
33.00 - 36.99	9
37.00 - 41.99	10
42.00 - 46.99	11
47.00 - 50.99	12
51.00 - 55.99	13
56.00 - 59.99	14
60.00 - 64.99	15
65.00 - 69.99	16
70.00 - 73.99	17
74.00 - 78.99	18
79.00 - 83.99	19
84.00 - 89.99	20
90.00 and over	21

## LEADERSHIP CONVERSIONS

Junior Primary and Primary schools are able to convert Coordinator Level 1 entitlements to other forms of leadership positions as indicated by the following table:

Positions	Number of Coordinator Level 1 positions required for each conversion	Time Allowance
Coordinator Level 2	3	0.18
Assistant Principal Level 1	6	0.38

Secondary schools are able to make similar conversions:

Positions	Number of Coordinator positions required for each conversion	Time Allowance
Assistant Principal Level 2	2 Coordinators Level 3	0.38

## **RECRUITMENT AND SELECTION OF TEACHING STAFF**

The policy and processes used for the recruitment and selection of teaching staff in the school sector is described in the *“Recruitment and Selection of Teaching Staff in the School Sector”* policy document, dated 24 May 2006. A copy of this document can be found on the DECS website at [www.decs.sa.gov.au](http://www.decs.sa.gov.au)

## **LIMITED PLACEMENT**

The Limited Placement Scheme will be phased out in all schools. For 2007, this scheme will be eliminated in Index of Educational Disadvantage, Categories 1 and 2 sites. The phasing out process will be negotiated with the AEU and consider factors such as, but not restricted to, retirement and resignation rates.

Further information regarding this scheme can be found in Appendix 9 of the Recruitment and Selection of Teaching Staff in the School Sector Document.

## **REQUIRED PLACEMENT: TEACHERS**

The term "Required Placement" refers to those situations when it is necessary to place a teacher in another school for reasons outside the control of that teacher. This may become necessary in circumstances such as:

- enrolments in the school have declined;
- curriculum needs have changed;
- the school is closing or amalgamating.

The principal of the school manages the Required Placement Process.

Further detail regarding this scheme can be found in Appendix 8 of the Recruitment and Selection of Teaching Staff in the School Sector Document.

## **REQUIRED PLACEMENT: SCHOOL SERVICES OFFICERS**

The PAC is not necessarily involved in required placement for school services officers. However, an SSO may choose to refer the matter to the PAC.

An SSO may be required to transfer from a school for genuine operational reasons, including:

- where there is a decline in school enrolment;
- where a school has established an SSO deployment plan and the skills of current employees do not match the plan;
- where two or more schools have amalgamated or a school is closing.

When a required SSO placement occurs the process outlined below should be followed:

- (a) The principal must advise the whole staff of the extent of the reduction required.
- (b) All permanent ancillary staff, whether full-time or part-time, must be treated equally in the required transfer process.
- (c) The principal must consult with the staff about the process to be used to effect required transfer(s). The ancillary staff must be given time to meet to consider and discuss the process. At each stage of the process all ancillary staff potentially affected by the requirement to transfer must be consulted.
- (d) Once the process is completed, the principal must forward the required placement form to his/her personnel consultant.
- (e) Where agreement cannot be reached the principal should consult with the District Director.

Clause 40.6 of the current Agreement provides further detail.

## PART-TIME POLICY

As outlined in HR 14 – Part Time Policy and HR 14A – Part Time Operational Procedures for Teachers (Schooling Sector), DECS recognises that the workforce of today requires policies and practices that are flexible and responsive. DECS is committed to conditions of employment that support employees to achieve a successful work/life balance through diversity of choice with regard to work patterns.

Employees accessing part-time working conditions are regarded as equal practitioners in professional and decision making responsibilities. Part-time employees will have the opportunity to access training and development, information and promotion. Similarly, employees accessing part-time working arrangements have the opportunity and the responsibility to share proportionally in all aspects of employment.

The Part-Time Policy provides information on a range of issues which impact on part-time teachers including:

- Minimum fraction of time – the minimum fraction of time which is available for part-time is 0.4 FTE unless special circumstances apply.
- Decisions regarding changes in time within the same school rest with the Principal in consultation with the PAC.
- Teachers are encouraged to discuss how their proposed change in time will impact on educational outcomes and, where possible, propose strategies to promote positive outcomes. Positive outcomes for teachers and schools are reached through negotiated solutions.
- Leave – Part-time teachers have access to the same types of leave as permanent full-time teachers and should refer to the Administrative Instructions and Guidelines and the Teachers' Leave Handbook.
- Part-time working arrangements - When a teacher's part-time request is approved the changed working arrangements should be agreed between the Principal, the PAC and the teacher and documented to ensure that all parties are aware of the school and teacher's need
- Timetabling – in timetabling part-time teachers, principals, in consultation with the PAC, will take all reasonable steps to accommodate the requests of part-time teachers in terms of their preferred working days. Where this is not possible, their time will be organised in half day blocks wherever possible. If timetabling issues are unable to be resolved, the teacher may refer the issue to the PAC.
- Permanent part-time teachers are able to apply for all promotion positions. Successful applicants will need to re-negotiate their part-time working arrangements and may not be able to retain their reduced fraction of time.
- Permanent part-time teachers are subject to the same processes and conditions that apply to full-time teachers in the Recruitment and Selection of Teaching Staff in the School Sector policy.
- Part-time teachers are subject to the required placement procedures under exactly the same conditions as full-time teachers. They must not be identified for required placement, however, solely because their placement fraction coincides with the necessary reduction in staff target.

## APPENDIX A

Clause 39 of the South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006 clearly specifies the composition and function of the PAC.

### 39 School – Personnel Advisory Committee (PAC)

- 39.1 Each school will establish a Personnel Advisory Committee (PAC) comprised of the following membership:
- 39.1.1 the principal (or nominee);
  - 39.1.2 a nominee elected by AEU members at the school;
  - 39.1.3 an equal opportunity representative elected by all staff at the school, and
  - 39.1.4 a member of the non-teaching staff, elected by non-teaching staff at the school, who will participate only when the PAC is to deal with matters pertaining to non-teaching staff.
- 39.2 The PAC will advise the principal in relation to human resource matters, including the development of the human resource profile.
- 39.3 The employer will in all cases, except where it is not practicable because of the nature or urgency of the matter, consult with the PAC at a school in relation to the deployment of staff within that school and the utilisation of the staffing complement provided to the school by DECS.
- 39.4 The PAC may advise the principal on a matter referred to it pursuant to clause 13.6 of this Agreement.
- 39.5 In relation to any proposal to alter the staffing configuration (as compared with the document entitled 'Staffing Allocation Document 1999'):
- 39.5.1 the proposal must be referred by the principal to the PAC;
  - 39.5.2 the PAC will consult with the relevant staff affected by such proposal; and
  - 39.5.3 if agreed by the PAC, such proposal may be implemented.
- 39.6 The PAC will have regard to the Personnel Advisory Committee Handbook.
- 39.7 Where the AEU and DECS agree changes from time to time to the PAC Handbook, the terms of each such change will apply and the PAC Handbook will be taken to have been amended accordingly.

## APPENDIX B

### **SECTION 34(2) EQUAL OPPORTUNITY ACT 1984 - APPOINTMENTS**

Advice has been sought regarding circumstances whereby the appointment of a staff member of a particular gender is necessary to enable students of both genders to fully participate in specific areas of the curriculum. One such example is the mix of physical education teachers in secondary schools, where the absence of female teachers can result in girls being unable to participate in interstate sporting competitions, as well as routine practical difficulties in the supervision of change-rooms.

In such instances, schools may wish to apply for the appointment of a staff member of a particular gender within the provisions of Section 34(2) of the Equal Opportunity Act. This section enables such an appointment to be made where "it is a genuine occupational requirement that a person be of a particular sex". In these circumstances the principal will need to be able to provide documentation outlining the particular circumstances and clearly stating the requirements of the position which deem the appointment of a staff member of a particular gender to be necessary.

Any application for a Section 34(2) appointment must be first discussed with the Personnel Advisory Committee and then forwarded to the Superintendent, Site Human Resources, who will assess the specific circumstances within the context of the school's staffing and student profile. Careful consideration will need to be given to the balance between meeting the educational needs of particular groups of students and legislative requirements to avoid any discriminatory practices in employment.

Further information regarding the application of the provisions of Section 34(2) can be obtained by contacting the Superintendent, Site Human Resources on 8226 1434 or the Manager, Ethical Standards and Merit Protection Unit on 8226 1059.

## APPENDIX C

Extract from the "South Australian Education Staff (Government Preschools, Schools and TAFE) Enterprise Agreement 2006 – Appendix A: Commitment

### COMMITMENT TO THE IRCSA IN RELATION TO STAFFING OF SCHOOLS AND PRESCHOOLS

The Crown in Right of the State of South Australia (DECS) gives the following commitment to the Industrial Relations Commission of South Australia.

1. Subject to the following provisions:
  - (a) all schools will continue to be resourced by DECS in accordance with the formulas contained in the Staffing Allocation Document 1999; and
  - (b) all preschools will continue to be resourced by DECS in accordance with the formulas contained in the Preschool Staffing Formula and the outcomes of the review of the amount of administration time available to preschool directors conducted pursuant to the 1996 DECS Enterprise Agreement.
2. In addition to these resources, DECS will continue to provide Flexible Initiatives Resourcing to schools and preschools in a manner consistent with Appendix A of the s.170MX Award 2000 [Print T3328] except that the amount of \$26,524,000 be increased to \$27,982,820 at the commencement of the 2006 school year and to \$29,242,047 at the commencement of the 2007 school year and to \$30,411,729 at the commencement of the 2008 school year.

(Note: \$27,982,820 is \$26,524,000 increased by the same proportion as salaries have been or will be increased between 1 July 2005 and 31 December 2005 and \$29,242,047 is \$27,982,820 increased by the same proportion as salaries have been or will be increased between 1 January 2006 and 31 December 2006 and \$30,411,729 is \$29,242,047 increased by the same proportion as salaries have been or will be increased between 1 January 2007 and 31 December 2007.)
3. Each year DECS will provide to each school a report which contains information of the type as detailed in the Resource Entitlement Statement (2005). This Statement will detail a school's Staffing Allocation Document 1999 resource entitlement provided under the Single Funding Model as implemented by DECS from the commencement of the 2005 school year.
4. DECS has established a contingency fund managed by the Resource Allocation Adjustment Panel for the purpose of meeting expenditure of an extraordinary or abnormal kind incurred by a school or preschool.
5. The increased Flexible Initiatives Resourcing will not be offset by a reduction in other funding for schools and preschools.
6. This commitment will operate until such time as this Certified Agreement is revoked or terminated in accordance with the *Fair Work Act 1994* or until such time as a new agreement is certified under the Act, whichever is the sooner.