



PRESCHOOL WORKLOAD EVALUATION 2021



FOREWARD

This evaluation has been undertaken jointly by the South Australian State School Leaders Association (SASSLA) and the Preschool Directors Association (PDA).

This Evaluation builds from the earlier submission of SASSLA and the PDA on the workload impact on Preschool Directors flowing from the introduction of face to face teaching time (contact time) prescriptions for preschool teachers, introduced in the 2020 Enterprise Agreement (EA). This submission, based on 2019 data, was provided to the Department for Education in March 2020. A full reading of the March 2020 Evaluation Report is recommended prior to the assessment of this follow-up evaluation.

The EA changes to teacher contact time were implemented in term 1, 2021. The changes were supported by:

- The Department endorsed a secondment of a Preschool Director (PSD) in terms 1 and 2 to develop resource material and provide direct consultancy services to sites.
- A budget supplementation was provided to sites to assist them with additional staffing requirements to meet the new contact time of 24 hours per week for preschool teachers.

The purpose of this Evaluation is to assess the impact on PSD duties and associated workload following the regulation of teacher contact time. It includes general findings and a discussion on future support needs for PSDs, including the need for regulatory reform.

This evaluation is based on a review of five sites with enrolment caps ranging from 30 to 88. All the sites have PSDs classified at Band A-1. One of the sites is a part-time centre. This evaluation includes two sites covered in the March 2020 report and three new sites.

CONTENTS

1.	<u>METHODOLOGY</u>	Page 1
2.	<u>GENERAL FINDINGS</u>	Page 2
2.1	Face to Face Contact Hours for Teachers	Page 2
2.2	Site Organisation and Management	Page 2
2.3	Delegation of Administrative Functions	Page 5
2.4	Preschool Director Workload	Page 6
3.	<u>IMPROVEMENT AND REFORM OPTIONS</u>	Page 9
3.1	Short Term Focus	Page 9
3.2	Regulatory Reform	Page 10
3.3	Reform Option 1	Page 12
3.4	Reform Option 2	Page 12
4.	<u>ATTACHMENTS</u>	
A.	Regulation 72 of the Education and Children’s Services Act 2020	Page 14
B.	Preschool Directors Work Profile	Page 16
C-G.	Data from Review Sites	Pages 19-30

1. **METHODOLOGY**

The methodology used for this evaluation consisted of one on one interviews with each of the participating PSDs. Final data was referred to each Director for confirmation and amendment as required.

The data provides an analysis of the distribution of work in a preschool with a particular focus on PSD workload post the implementation of contact hours for teachers. The data assessment follows a similar format to the analysis undertaken for the March 2020 evaluation report.

The five sites are a broad representative sample of standalone preschools at the PSD Band A-1. In relation to the sample chosen It is important to note:

- PSDs classified at level A-1 make up 76% of PSD positions.¹
- The evaluation includes one part-time site.
- The evaluation includes one country site.
- Each site has different timetabling arrangements and employment structures which provide relevant contextual information on the work of PSDs and the challenges they face.

¹ Based on published profile of 2018 preschool workforce available on the DfE intranet.

2. GENERAL FINDINGS

2.1 Face to Face Contact Hours for Teachers

- All five sites have made timetabling adjustments to meet the new requirement for maximum face to face teaching of 24 hours and minimum NIT time for teachers.²
- Sites have used their budget resources to fund additional teaching time to meet new contact time prescriptions. Each of the full-time sites has a standard RES allocation of 1.4 FTE teachers and this has generally increased to 1.6 FTE teachers to provide adequate teaching time to meet the new contact time prescriptions. The additional funding provided by the Department, through the implementation process, has supported approximately 0.1 FTE and the remaining 0.1 FTE is derived from site budgets.
- Timetabling and staff management in each site has generally followed organisation arrangements that pre-existed prior to the introduction of contact hours for teachers. The new industrial requirements have been met by adjusting timetabling to meet prescribed maximum contact hours and minimum NIT requirements.

2.2 Site Organisation and Management

- Teaching and ECW roles are mostly filled by part-time employees. In the sample, there is one site that employed a full-time teacher (36.25 hours) and one site that had a job share teacher/PSD (teacher works 0.8 in teaching role four days per week and 0.2 PSD role one day per week). There is one ECW employed on a full-time basis across the five sites.

²This is a general assessment only based on an analysis of the information provided. The focus of this evaluation has been on PSD workload and the data presented should not be read as a compliance report on teacher contact hours.

- The face to face contact hours for PSDs remains high and in the range of 16 hours to 24 hours. The average over the four sites is approximately 19 hours.³
- All PSDs manage their budgets as “global budgets” and use funding specifically delineated for PSD workload relief to support general site operations including:⁴
 - Supplementing teaching time to meet industrial requirements and providing teacher release.
 - Undertaking activities, directed by the Department, such as partnership meetings and defined training and development activities for which no additional funding to support release time is available.
- The use of funds provided for PSD workload relief is highly variable across the five sites. The following factors were evident in relation to the use of TRT support to enable release off the floor:
 - No sites had a timetabled structure for release time.
 - Two sites had a pattern of use which concentrated on peak demands.
 - Three sites accessed days on an as required basis.

³ This includes pro rata time of the part-time site to full-time equivalent and the aggregation of hours in the PSD role in the job share site.

⁴ The two specific budget lines in the RES delineated for PSD workload are (1) *Additional Administration Leadership Grant (TRT days)* which was implemented to support the introduction of local management in preschools around 2000 - see *Workload management in standalone preschools* on the Department’s intranet p. 3 - 4 which clearly states, “*the allocation is to enable preschool directors to manage their workload and assist them with focussing on their core duties and responsibilities*”. (2) *Director Administration (Teacher FTE)* which was introduced as a discretionary allowance in the 2016 EA. The 2016 EA Attachment A – *The Commitment* defines leadership administration time for levels PSD-1 to PSD-4 and includes the new provision of additional leadership time of 0.1 FTE of a teacher per annum to address preschool director workload. The industrial history clearly shows the two specific allocations are discretionary allocations available to PSDs to ameliorate their workload and cannot be read as allocations for general preschool operations. A full history of the industrial regulation of workload is included in the 2020 Evaluation Report.

- The actual number of TRT days taken by PSDs over the course of the year, specifically for workload relief, is in the range of two to eight days. The use of release days is not restricted to administration but is also widely used for educational leadership e.g., reviewing reports, IESP applications, PDPs etc.
- It is noted that two PSDs, relatively new to the role, had little understanding of the delineation of funds within the budget for workload relief.
- PSDs may need to be “on the floor” at short notice to meet regulatory requirements to avoid teaching staff from exceeding the industrial standard of 24 hours contact time. The timetabling at one site had the PSD starting work early to set up for the first session and for 15 minutes prior to the session time of each day to avoid teachers working greater than the regulated maximum 24 contact hours.
- All sites used funds to cover for additional ECW time for enrolment/finance related functions. The number of ECW hours for administrative functions ranged from 1.5 hours to 12 hours per week. The average hours measured across the five sites is approximately five hours (see further discussion on delegation of administrative functions below).
- On occasion, PSDs may have to fill in for an absent teacher where a TRT is not available at short notice.⁵
- In four of the five sites, PSDs had responsibilities for a specific cohort of children related to observation, assessment, parent/carer feedback, and meetings. At one site the PSD assumed responsibility for a small number of children with high level needs with all other children shared between the two teachers on site. A common feature at sites is the PSD taking responsibility for the more complex children.

⁵ This was mentioned as a specific problem in the country site included in the evaluation.

- At all sites there is evidence that attendance hours for teachers are organised around 36.25 hours of work as defined in the Preschools Teachers Award 1992 (the Award). The application of Award conditions varies from site to site. At one site, staff worked strictly to the Award requirements while hours were more flexible at other sites. Evidence at other sites indicates that teachers undertake professional duties outside of defined work hours in relation to their teaching duties and this is done on a voluntary, rather than directed basis.
- Staff meetings presented challenges both in terms of finding a suitable time within regulated weekly hours of work (36.25 hours) and catering for the part-time workforce. Two sites conducted staff meetings outside of regulated hours, consistent with pre-existing practice. At these sites staff voluntarily attend meetings.
- Four of the five sites provide some TRT relief for teachers to meet their professional teaching responsibilities. The average time is two to three days over the year.⁶

2.3 Delegation of Administrative Functions

- There is high variability in the education related duties delegated to teachers. At two sites, teachers developed One Plans and had some input into IESP applications. Changes were moving in this direction at other sites. At two sites, IESP grant applications and development of One Plans were retained by the PSD consistent with established practice at those sites.
- Delegation of general administrative duties to teachers is limited. The only evidence of administrative duties being undertaken related to maintenance of a website at one of the five preschools, which reflected an historical arrangement. In the 2020 Evaluation, two sites (not included in this evaluation) had

⁶ This is an estimate only. One site which released teachers for up to 4.5 days included some banked NIT time.

administrative duties delegated to teachers that were more significant than those identified in the 2021 Evaluation. In one of the sites evaluated in 2020, the full-time teacher is a former PSD who brought specialist knowledge and is happy to “chip in” to assist the PSD which is of great assistance to the Director.

- Administrative functions delegated to ECWs were generally restricted to finance and EYS duties. In the site with 12 ECW hours per week allocated, there is some additional administrative duties including excursions, minutes, and general administration.
- Generally, PSDs were not clear about what administration work could be delegated and what circumstances such duties were within the remit of teaching and ECW staff. Some of the PSDs remained unclear about the regulatory construction of contact time, NIT, and other duties.

2.4 Preschool Director Workload

- Hours of work of PSDs remain high and well above the hours regulated of 36.25 hours specified in the Award. In all sites, PSDs were working significantly longer hours than teachers. In two sites, PSDs were working more than 20 hours above regulated Award hours.
- The teaching load taken on by PSDs is equivalent to double the teaching load taken on by a small school principal. In addition, PSDs take responsibility for most high needs children, and this has a significant impact on workload.
- The current evaluation confirmed the finding from the 2020 Evaluation, in that the workload of PSDs at part-time sites is problematic. The three key issues identified are:
 - PSDs at part-time sites work equivalent contact time as teachers. This is noted in both the 2020 and 2021 Evaluations. There is some

amelioration of workload in the current evaluation associated with the teacher assuming responsibility for 20 children in relation to assessment, reporting, and parent interviews, with the PSD assuming responsibility for a smaller cohort of 10 children.

- Both part-time sites evaluated in 2020 and 2021 used funding to extend hours of duty beyond the nominal 0.6 to accommodate work including directed activities such as partnership meetings.
- The core administration worked attached to a part-time preschool is defined in the same way as a full-time site. These workload requirements are mostly fixed and work demand has only limited sensitivity to enrolment numbers.⁷
- Historical practices in relation to delegation of PSD workload appears to be deeply embedded in some sites. In two sites the PSD assumed full responsibility for development of One Plans and IESP grant applications.
- The limited capacity of PSDs to delegate work to teachers is due to three factors:
 - the codified hours of work in the Award of 36.25 hours restricts the capacity of PSDs to direct work where it cannot be done within the set hours of work (this does not apply in a school setting).

⁷ The type of duties specified in the job role which are fixed include site planning and compliance functions, WHS, facilities management, governing council, and day to day operational management such as staffing and EYS. There is a marginal cost associated with enrolment numbers associated with the additional work attached to student support including interaction with parents and carers and staff management.

- The definition of “cores duties” of teachers follow the school based model and provide limited scope for delegation of site based administrative duties.⁸
 - The part-time nature of the workforce and the limited experience and capability of some teachers restricts capacity for delegation of work.
- Directors verbalised two concerns in relation to future workload impacts:
 - An increased tendency amongst teachers to work more closely to the “letter of the law” than in the past. There could lead to an erosion of workforce flexibility which has been customary in preschools.
 - A very significant factor in the impact of workload is the quality, commitment, and flexibility of teaching staff. A key point highlighted is how the quality of teaching staff impact Director workload - one Director stated, *“I can keep going because of my (very good) teacher but if I had a person of lesser quality I would sink”*. Preschools are not equipped to manage performance development and improvement processes due to time constraints (resulting from the regulation of hours), lack of private space (many standalone preschools do not have clearly separated spaces for private conversations) and lack of clear separation of PSD and teacher roles (PSDs and teachers work collaboratively in an open space where school based teachers work independently in a classroom).
- An important observation from this evaluation is that PSDs have high job demands including managing multiple and complex tasks and high

⁸ Core duties of preschool teachers in standalone preschools are outlined in the Department’s advice - *Workload management in standalone preschools p .2 - 3*. The “other duties” follow the schooling model identified which relate to administrative duties associated with teaching practice and exclude site management and administration.

emotional demands and emotional labour which are correlated with higher levels of burnout and stress symptoms.⁹

3. IMPROVEMENT AND REFORM OPTIONS

With respect to the findings made in the 2020 and 2021 Evaluations, three change proposals are presented for consideration and discussion. Each proposal responds to the current challenges faced by PSDs in maintaining a sustainable workload.

3.1 Short Term Issues

- The Evaluations highlight that leadership and management of a standalone preschool is a challenging role. The available evidence suggests the many recent Director appointments come straight from teaching roles and do not have a well-defined development path to a PSD role. A preschool management guide that provides practical guidance on the leadership and management role of PSDs would be highly beneficial. The value of such a guide is that it can provide clarity and consistency in preschool operations and optimise the efficient use of staffing resources, within established industrial conditions. At a minimum the guide should cover:
 - PSD responsibilities as defined in Regulation 72 and the position description.
 - The industrial framework under which preschools operate (hours of duty, face to face contact hours, NIT, and other duties).
 - Developing a timetable.
 - The core work of teachers and ECWs.
 - Delegating work to teachers and ECWs.
 - Staff meetings.

⁹ Work intensity of PSDs is equal or potentially higher than in schools. There is constant interaction with staff and parents and most of the day is taken up with operational demands resulting in the requirement for increased out of hours work. The nature of this work experience corresponds with the conditions of stress and psychological risk described by Demerouti, Bakker, Nachreiner and Schaufeli 2001, and Riley P., *Australian Principal Occupational Health Safety and Wellbeing Survey, Data Institute for Positive Psychology and Education, Australian Catholic University 2017.*

- Handy tips for managing PSD workload.
- A review of job demand factors with a particular focus on a reduction in administrative duties associated with the PSD role. It is noted that the following strategy is included in South Australia’s Early Learning Strategy - All Young Children Thriving and Learning 2021 to 2031 - “Review consistency of administrative and management supports for preschools in areas such as information technology, finance, compliance legislation, human resources and policy”. The area where review of administrative duties is urgently needed is part-time preschools and it is recommended that this is an area of immediate priority.
- The identification and deployment of specialist HR services that support the operation of standalone preschools. This is needed in areas such as timetabling, staffing, and performance management.

3.2 Regulatory Reform

The conditions of employment for Preschool Directors are defined in the Department’s Document “*Workload Management in Standalone Preschools*” as:¹⁰

- Preschool Directors are also covered by the Preschool (Kindergarten Teaching Award). Therefore, they have the same employment conditions as preschool teachers, with an additional administration time allocation.
- Preschool Directors have the same hours of work and face to face teaching and NIT as teachers with additional leadership time as specified under clause 5.4 in the Enterprise Agreement.

The meaning of these prescriptions is that PSDs have equivalent industrial conditions as preschool teachers. Effectively they are treated as teachers with

¹⁰ *Workload Management in Standalone Preschools* p. 3.

limited allowance for release time, whereas school principals have conditions which are consistent with a leadership role. This disparity is illustrated by the conditions available to an A-1 PSD with 80 enrolments and an A-2 PSD with equivalent enrolments.¹¹

Considering the evidence presented in the 2020 and 2021 evaluation, the following points are made in relation to the conditions described above:

- The job demands specified by the Department requires PSDs to work considerably greater hours than 36.25 per week. If a PSD is to work within the defined weekly work hours of 36.25 hours, they are incapable of fulfilling the requirements of the role. The research indicates at least as much time is required as a principal.
- The role of a PSD is the same as a Principal as defined by Regulation 72 of the Education and Children’s Services Act 2020. In addition to the education duties defined under Regulation, the administrative duties delegated to PSDs are substantially the same as that of a Principal (see PSD duty statement developed for the 2020 evaluation included as Attachment B).
- The access to leadership administration time is not an effective workload protection. The 2021 evaluation clearly shows that funds identified for time release for PSDs are used for a variety of purposes and do not provide for adequate workload protection for PSDs. As highlighted in the 2020 Evaluation, the workload protections available for Principals provide for significantly less teaching duties and are industrially enforceable.

The hours of duty defined for preschool teachers in the Preschools Teachers Award 1992 and “other duties” defined in the Workload Management in Standalone Preschools, reduce the capacity and flexibility for PSDs to delegate duties. The

¹¹ Principals work around 10 less weekly face to face contact hours and generally have dedicated with SSO administration support.

reality for many Directors is that they pick up extra duties because there is no one else to do them.

3.3 Reform Option 1 – Regulate Face to Face Contact Hours for PSDs

This option would see a defined number of hours of face to face teaching be industrially defined following the model outlined in *clause 5.2.16 of the 2020 EA* which defines the maximum teaching hours for Band A school principals.

This option has the following advantages:

- It provides a clear minimum standard across preschools.
- It recognises that the PSD is equivalent to a School Principal in terms of role and accountability as defined in *Regulation 72 of the Education and Children’s Services Act 2020* and Departmental policy instruments.
- It provides a much needed investment in leadership and managerial capacity in preschools needed to underpin the South Australian Early Learning Strategy.

This is the preferred option as it recognises the need to reduce face to face teaching by PSDs and can be implemented by agreement of the parties to the Enterprise Agreement.

3.3 Reform Option 2 – Move Standalone Preschools to the Same Industrial Conditions that Apply to Schools

This option recognises the already substantial changes that have been made in harmonising school and preschool operations. These include:

- Incorporation of PSDs in the Band A school principal classification.
- The repeal of the *Children's Services Act 1985* and the incorporation of preschool operations in the *Education and Children's Services Act 2019*, resulted in preschool teaching staff (Directors and teachers) defined as equivalent to schooling positions.
- The incorporation of preschools into the same business operational policies and procedures that apply to schools.

An option is to incorporate standalone preschools under the same industrial conditions that apply to schools. This option brings the question of the current and continuing relevance of the *Preschool Kindergarten Teaching Staff Award* to the operational needs of preschools. This is a long-term option that would involve significant consultation with the Preschool Directors Association, relevant professional bodies including SASSLA, unions (AEU and PSA), and the community in assessing the risks and benefits to the Department, community, and employees.

Regulation 72 - Responsibilities of principals etc and officers of teaching service

*A principal of a Government school, and **the director of a stand-alone preschool**, is answerable to the Chief Executive and is responsible for the following:*

- (a) providing educational leadership in the school or preschool;*
- (b) the governance of the school or preschool (being a joint responsibility with the governing council of the school or preschool); Note— See sections 23(a) and 41(1)(a) of the Act. (c) leading improvement processes and practices to achieve outcomes for students and children in the school or preschool;*
- (d) the management of the day-to-day operations of the school or preschool;*
- (e) the welfare and development of students and children at the school or preschool; (ea) in the case of a principal—the monitoring, identifying and reporting of the failure of students to attend at the school; 1.7.2021—Education and Children's Services Regulations 2020 The teaching service—Part 8 Miscellaneous—Division 7 Published under the Legislation Revision and Publication Act 2002 27*
- (f) the establishment and maintenance of an inclusive social and educational environment within the school or preschool favourable to—
 - (i) learning; and (ii) acceptable forms of behaviour; and (iii) the development within students and children of self-control, self-discipline and a respect for other persons and their property;**
- (g) the provision, and the day-to-day management of the provision, of instruction at the school or preschool in accordance with any curriculum determined by the Chief Executive;*
- (h) ensuring that staff, students and persons who are responsible for students and children at the school or preschool are consulted about, and informed of, the disciplinary rules governing the behaviour of students and children both inside and outside the classroom;*
- (i) the administration of discipline within the school or preschool;*
- (j) promoting the continuing professional development of the staff of the school or preschool;*
- (k) encouraging staff of the school or preschool to participate in processes for determining policies for the school or preschool and resolving problems;*

l) the conduct of regular staff meetings— (i) as an integral part of decision making and communication within the school or preschool; and (ii) in a manner providing full opportunity for staff involvement;

(m) keeping the governing council informed of relevant educational and other policies;

(n) fostering community participation in programs and in educational developments generally;

(o) the proper keeping of records and for the prompt preparation and provision of all Departmental returns;

(p) the proper care and safekeeping of the property of the school or preschool.

(2) An officer of the teaching service employed at a school or stand-alone preschool is answerable to the principal of the school or the director of the stand-alone preschool (as the case requires) and is responsible for the following:

(a) being actively concerned with the welfare and development of the students or children in the officer's care;

(ab) in the case of an officer of the teaching service employed at a school—the monitoring, identifying and reporting of the failure of students to attend at the school;

(b) implementing improvement processes and practices to achieve outcomes for students and children in the school or preschool as determined by the principal of the school or the director of the preschool;

(c) attending staff meetings (subject to the acceptance of non-attendance on grounds similar to those applying to absence from other teaching duties or for reasons acceptable to the principal or director);

(d) participating in processes for determining policies for the school or preschool and properly implementing those policies;

(e) assisting in the general management of the school or preschool as required by the principal or director

PRESCHOOL DIRECTORS WORKPROFILE

Teaching

PSDs have a teaching role. The actual hours of face to face teaching will vary from preschool to preschool and will be influenced by the availability of alternative funding sources over and above the defined TRT days provided through the Enterprise Agreement and established resourcing policies as detailed below:

- Director administration supplementation.
- Additional administration leadership grant.
- Leadership development days.
- Collaborative planning allocation.

Teaching duties are the same as prescribed for a teacher's role which includes:

- Developing and implementing the learning program in line with the Early Years Learning Framework and the National Quality Framework.
- Setting up the learning environment.
- Documentation of children's learning – writing observations, taking photographs, pedagogical documentation with associated analyses and reflection to assess and monitor children's progress.
- Reporting and liaising with parents on child learning and development including parent teacher interviews.
- Writing the Statement of Learning (End of Year Report).

Educational Leadership

PSDs provide educational leadership across their site. This includes:

- Leading staff in the development of curriculum and pedagogy that is responsive to the individual care and learning needs of children.
- Development, implementation and regular review of the Quality Improvement Plan each year.
- Responsibility for the development of staff through performance development processes, supported through job based learning and formal learning programs. Management of underperformance issues.

- Work Health and Safety responsibilities including daily safety inspections, reporting to STAR.
- Engaging with a range of external services, for example, support services, allied health professionals and NDIS providers.
- Developing negotiated education plans (NEPs)/OCOP as well as working with the IESP team to address the functional needs of children in our site plans.
- Leading staff meetings and leading planning professional development.
- Mentoring, supervising and associated responsibility for university students (teacher, OT and physio) as well as volunteers, certificate three, and work experience students.

Community Engagement

PSDs engage with the community and positively contribute to the preschool being valued as a community asset.

- Ex officio member of the Governing Council – support the chair to ensure reports are presented and business is conducted in line with the constitution.

General tasks include:

- Enrolment information sessions.
- Excursions and parent curriculum sessions.
- Parent and family groups and events.
- Writing and publishing newsletters.
- Maintaining website.
- Work with community groups e.g. local councils and other support agencies.
- Provide associate programs such as playgroups and occasional care.

Site Administration

PSDs are accountable for the effective management of the site:

- Responsible for the staffing processes including panels, HR management systems (bonafides, MLR and online claims) payroll and shared services procedures.
- Responsible for staff induction processes.
- Work health and safety including management of tasks as directed through the STAR system.
- Notification and review of incidents through the IRMS system.

- Early year's system (EYS) – uploading of all the enrolments, maintain attendance records.
- Ensure policies are developed and reviewed in line with DfE and ACECQA requirements.
- Financial responsibility for the site – ICQ, financial audit, reports for governing council, developing and monitoring the budget, responsible finance management and procurement processes.
- ICT responsibility for the site – management of issues, plan, purchase and provide professional development.
- Responsible for the management of facilities, grounds and buildings. Identifying and rectifying hazards, liaising with Departmental Facilities Manager, source and approve quotes and payments, oversee/supervise workers.

Department Wide Responsibilities

- Partnership – participate and attend Partnership meetings
- Attend and support DfE initiatives and events regardless of fraction of time employed (e.g. part-time sites).

ATTACHMENT C

Preschool	Details	Staff Resources	Teachers Duties	Preschool Director Duties	Notes
<p>Site 1 Band A-1</p>	<p>Part-time site that includes playgroup 2 hours per week.</p> <p><u>Enrolment:</u> Cap: 30 (this would normally be 33 but is limited to 30 by the availability of two toilets). Actual:30</p> <p><u>Session times:</u> Tuesday and Wednesday 8.30am to 4.00pm.</p> <p><u>Attendance time:</u> Tuesday and Wednesday 8.15am to 4.15pm Monday 8.15am to 2.00pm for NIT and staff meeting.</p> <p><u>Lunch break</u> 20 minute lunch break (counted within attendance time).</p>	<p><u>Budgeted staffing:</u> PSD 0.6 Teacher 0.6 ECW 22.5 hours per week</p> <p><u>Deployment:</u> 19 hours floor. 2 hours playgroup (casual appointment). 1.5 hours admin support for finance (casual appointment).</p>	<p><u>Face to face teaching:</u> Face to Face Teaching is shared by PSD and teacher.</p> <p><u>Programmed contact time:</u> 14 hours, 20 minutes per week (this excludes the 20 minute lunch break, not counted as contact time).</p> <p>The responsibility for learning plans, statements of learning and communication with parents is split:</p> <ul style="list-style-type: none"> • Teacher: 20 children • PSD: 10 children <p>The PSD assumes responsibility for more complex children within her cohort of 10 children.</p> <p>One Plans developed collaboratively by PSD and teacher.</p>	<p>The full administrative load is picked up by the PSD including:</p> <ul style="list-style-type: none"> • Staffing • Governing Council • QIP/SIP • WHS • Performance Management • Facilities • Miscellaneous admin • IESP applications <p><u>Admin support:</u> Casual ECW provides 1.5 hours support with site finances.</p> <p><u>Face to face teaching:</u> 14 hours, 20 minutes per week (see Teaching Duties column 4).</p> <p><u>Release time:</u> PSD programs full day release in week 3 and week 8 for administration duties (8 days per year in total).</p>	<p>A particular feature of this site is the funding of a playgroup for two hours per week.</p> <p>A specific workload pressure is the PSD's direct involvement in fund raising activities. She believed this was common in small middle to low SES sites.</p> <p>The workload profile of this site is high:</p> <ul style="list-style-type: none"> • PSD works average of 40 hours per week. • Full teacher equivalent face to face teaching load. • Limited access to release to ameliorate high administration load.

				<p>Attendance extension days - week 3 and 8 to attend partnership/PLC meetings (8 days per year in total).</p> <p>The budget provides for three additional release days per term. These are applied on a discretionary basis for:</p> <ul style="list-style-type: none"> • Urgent administration requirements. • Required or directed activities including meetings with support staff, Department training or meetings. • Release time for the teacher (higher access in term 4). 	
--	--	--	--	---	--

ATTACHMENT D

Preschool	Details	Staff Resources	Teachers Duties	Preschool Director Duties	Notes
<p>Site 2 Band A-1</p>	<p><u>Enrolment:</u> Cap: 66 Actual: 58</p> <p><u>Session times:</u> 8.15am -3.45pm Monday, Tuesday, Thursday, Friday</p> <p><u>Attendance:</u> Staff attend 8.00am- 4.00pm on duty days</p> <p><u>Lunch break:</u> 20 minute lunch break</p>	<p><u>Base teacher staffing in RES:</u> PSD 1.0 Teachers 1.4</p> <p><u>Actual resourcing:</u> PSD 1.0 FTE (PSD 0.8 FTE Teacher acts as PSD 0.2 FTE) Teacher 1 x 0.8 FTE 1 x 0.75 FTE</p> <p><u>ECWs:</u> ECW 36 hours per week. 32.5 hours on floor and 3.5 hours allocated to enrolment and finance related admin.</p> <p>ECW - 21 hours one to one support of IESP child and up to 6 hours on the floor.</p>	<p><u>General:</u> Teachers responsible for designated group observation, reports, and parent interviews.</p> <p>Allocation of specific cohorts of children on a pro rata basis. Challenging children are assigned to the PSD (8 children in the current enrolment cohort).</p> <p><u>Face to face teaching:</u></p> <p>Teacher 0.8 FTE</p> <ul style="list-style-type: none"> • Monday 7 hours, 15 minutes • Tuesday 5 hours, 15 minutes • Thursday 7 hours, 15 minutes <p>0.75 teacher</p> <ul style="list-style-type: none"> • Tuesday 7 hours 10 minutes • Thursday 5 hours 10 minutes • Friday 7 hours 10 minutes 	<p><u>Admin duties of the PSD:</u></p> <ul style="list-style-type: none"> • Staffing • Governing Council • QIP/SIP • WHS • Performance Management • Facilities • Partnership meetings • Miscellaneous admin <p><u>Admin support:</u> 3.5 hours of ECW support for EYS, finance and general administration.</p> <p>General support from 0.8 teacher for Facebook site and support of university student placements.</p> <p><u>Teaching Duties:</u></p> <ul style="list-style-type: none"> • Monday 7 hours, 15 minutes • Friday (job share 0.2 PSD) 7 hours, 15 minutes • Programmed NIT coverage 4 hours per week 	<p>The total teaching duties of the job share PSD is higher than the regulated face to face hours for a teacher</p> <p>There is some compensation through allocation of additional NIT but unlikely to bring teaching time down to the 24 hours maximum.</p> <p>The PSD takes full responsibility for IESP grants and One Plans. This also includes interaction with specialist providers and all observation and reporting work.</p>

			<p>For Teachers, additional NIT is provided in a block form to balance off with minimum NIT requirements.</p> <p>The 0.8 teachers is responsible for the Facebook page and some expansion of duties on an as needed basis.</p> <p>Release time provided to teachers for report writing and parent interviews that averages 4.5 days a year (may include banked NIT). Additional release is available for teachers to attend partnership based PLCs which are conducted for a half day each term.</p> <p>Teachers work outside hours to fulfill general teaching duties and participate in staff meeting 3.30pm to 5.00 pm on alternate Wednesdays.</p>	<p>Total teaching load 18 hours 30 minutes.</p> <p>0.8 FTE PSD responsible for One Plans, IESP and engagement with specialist support staff.</p> <p><u>Working hours:</u> 7.30am to 5.30pm Monday to Thursday minimum of 7 hours after hours worked each week.</p> <p><u>Release time:</u> Partnership meetings and PLCs 2.5 days per term.</p> <p>Other directed activities on an as required basis.</p> <p>2 release days per term for administration and educational responsibilities.</p>	
--	--	--	--	---	--

ATTACHMENT E

Preschool	Details	Staff Resources	Teachers Duties	Preschool Director Duties	Notes
<p>Site 3 Band A-1</p>	<p><u>Enrolment:</u> Cap: 60 Actual: 55</p> <p><u>Session times:</u> Monday – Thursday 8.15am - 3.45pm</p> <p>30 hours face to face by 2 groups = 60 hours instruction time</p> <p><u>Lunch break:</u> 30 minute lunch break not counted in 36.25 attendance time.</p> <p><u>Other services</u> Includes a playgroup from 9.00am to 10.30am Monday to Thursday - integrated into preschool program. No additional resources allocated. Currently suspended under COVID-19 restrictions.</p>	<p><u>Budgeted staffing:</u> PSD 1.0 FTE Teacher 1.4 FTE</p> <p><u>Actual staffing</u> PSD 1.0 FTE Teachers 0.8 FTE x 2</p> <p><u>ECW 1.0 budgeted:</u> Actual employment 2 x 0.5 FTE on floor</p> <p>Contract ECW 12 hour per week for administration duties.</p>	<p><u>General:</u> Teachers attend 4 days per week.</p> <p>Attendance hours 8.30am to 3.45pm Tuesday to Thursday. Monday finish at 4.45pm to accommodate staff meeting held at 3.45pm to 4.45pm.</p> <p>Total attendance hours = 28 hours.</p> <p><u>Face to face teaching:</u></p> <ul style="list-style-type: none"> • Teaching 3 full days per week (8.30am to 3.45pm exclusive of 30 minute lunch break) = 20.25 hours. • NIT/other duties one full day per week. <p>Teachers responsible for designated observations, reports, and parent interviews. Prepare One Plans for individual students as required. (see note in column 5 for</p>	<p>Attendance 5 days per week</p> <p>The full administrative load is picked up by the PSD including:</p> <ul style="list-style-type: none"> • Staffing • Governing Council • QIP/SIP • WHS • Performance Management • Facilities • Miscellaneous admin • IESP applications <p><u>Admin support:</u> Contract ECW 12 hour per week.</p> <ul style="list-style-type: none"> • Data entry • Enrolments • School entry programs • Records • Finance • Appointments • Admin support for site based playgroup 	<p>Teachers work within the prescribed Award conditions. Teachers attend staff meeting one hour per week outside of regulated attendance hours.</p> <p>The PSD takes direct responsibility for children referred with speech and language issues that require specific interventions. On average 6 to 7 children fall within this category.</p> <p>The PSD does all work on IESP applications and provides professional oversight of teachers.</p> <p>The PSD provides support for teachers to stay within prescribed contact hours through set up/pack up duties to ensure that teachers stay within regulated face to face hours of work.</p>

			<p>further explanatory material).</p> <p>The enrolment cohort of 55 children is split equally between the two 0.8 teachers.</p> <p><u>Release time:</u> Release to attend PLC 0.5 day per term.</p> <p>No release time is provided for teaching related duties.</p>	<p><u>Face to face teaching</u></p> <ul style="list-style-type: none"> • The first 15 minutes of each session = 1 hour • Lunch coverage = 2 hours per week. • Programmed teaching = 13 hours 30 minutes per week <p>Total contact hours = 16.30 hours per week. In addition to the teaching load the PSD and an ECW undertake set up duties beginning at 8.00am with programmed teachers taking over at 8.30am and supervision of pack up at the end of a session when teachers leave at 3.45pm.</p> <p>Normal working hours 7.45am - 5.30pm = 9 hours, 15 min per day, 46 hours, 15 minutes per week. These hours may be less on Friday but with out of hours work average working hours are around 50 hours per week.</p>	
--	--	--	---	--	--

				<p><u>Release time:</u> TRT days release days PSD:</p> <ul style="list-style-type: none">• 2 partnership leadership days per term.• Other off site activities that arise e.g. PLCs.• Very limited use of release time for catch up on administration duties mostly in term 4 (around 2 days per year).	
--	--	--	--	--	--

Preschool	Details	Staff Resources	Teachers Duties	Preschool Director Duties	Notes
Site 4 Band A-1	<p><u>Enrolment:</u> Cap: 88 Actual: 81</p> <p><u>Session times:</u> 8.30am – 3.00pm Monday to Thursday Friday 8.30am – 12.30pm Two groups with two days each then attendance on alternate Fridays.</p> <p><u>Lunch break:</u> 30 minute lunch break not counted in attendance time.</p> <p>Regular staff hours 8.00am - 4.00pm.</p>	<p><u>RES staffing 2.6 FTE:</u></p> <ul style="list-style-type: none"> 1 x PSD 1.4 teachers <p><u>Actual resourcing:</u></p> <ul style="list-style-type: none"> 1 x PSD Teacher 1.0 FTE, 1 x 0.6 <p><u>ECW:</u></p> <ul style="list-style-type: none"> 2 x 22.5 hours on floor 1 x 28 hours (24 hours intensive IESP, 4 hours on floor) 1 x 22.5 speech and language program 1 x 19 hours (15 on floor, 4 hours IESP) 1 x 12 hours (6 hours on floor, 4 hours IESP) Casual ECW employed for up to 4 hours per week for enrolment and finance function (no set hours). 	<p><u>General:</u> Teachers responsible for designated group observations, reports, parent interviews.</p> <p><u>Face to face teaching:</u> 1.0 FTE teacher</p> <ul style="list-style-type: none"> Monday 6 hours Tuesday 2.5 hours Wednesday 6 hours Thursday 6 hours Friday 4 hours <p>Responsible for approx. 50% of enrolled children</p> <p>0.6 Teacher (attends 3 days)</p> <ul style="list-style-type: none"> Tuesday 3.5 hours Wednesday 5 hours Thursday 6 hours <p>Responsible for approximately 25% of enrolled children.</p> <p><u>Other duties:</u> Teachers have no other duties outside of core teaching role.</p>	<p><u>Administration:</u> The full administrative load is picked up by the PSD including.</p> <ul style="list-style-type: none"> Staffing Governing Council QIP/SIP WHS Performance Management Facilities Partnership meetings Miscellaneous admin <p><u>Admin support:</u> The PSD is assisted by a casual ECW employed for an average of 4 hours per week.</p> <p><u>Teaching duties:</u></p> <ul style="list-style-type: none"> Monday 6 hours Tuesday 6 hours Wednesday 1 hour Friday 4 hours <p>Programmed teaching load 17 hours per week PSD takes responsibility for approx. 25% of core teaching role for children. Special needs children</p>	<p>There has been difficulty in getting staff a meeting time that meets the needs of staff and is within the regulated 36.25 hours of work. Attendance is at the end of the day and attendance is voluntary.</p> <p>If TRT is not available Director will have to provide coverage at short notice – and take release day at a later date (country site).</p>

			<p>Teachers get release days for report writing and general support.</p> <ul style="list-style-type: none"> • 1.0 teacher 4 days approx. per annum • 0.6 teacher 3 days approx. per annum <p>Teachers do not work strictly within required 36.25 hours and undertake some work out of hours and do some preparation work in the holidays.</p>	<p>are assigned to the PSDs cohort of children.</p> <p>PSD does all IESP grant applications and One Plans (current 9 children).</p> <p>Normal working hours 8.00am to 7.00pm 5 days a week. 10 hours, 30 minutes plus considerable after hours work during term and over holidays. Average weekly work hours 60 hours plus.</p> <p><u>Release time:</u> PSD accesses release days for partnership meetings and uses release days to catch up on admin work mainly in term 4. Days are used sparingly and on an as needs basis.</p> <ul style="list-style-type: none"> • 8 Partnership meetings per year • PLCs done after hours • 1-2 days for T&D • 8 admin days related to core teaching and educational leadership including 	
--	--	--	---	---	--

				initial assessment of children and reporting, and support for special needs children. Limited use of TRT days for general administration with most administration work done out of hours.	
--	--	--	--	---	--

ATTACHMENT G

Preschool	Details	Staff Resources	Teachers Duties	Preschool Director Duties	Notes
<p>Site 5 Band A-1</p>	<p><u>Enrolment:</u> Cap: 50 Actual: 50</p> <p><u>Session times:</u> Monday – Thursday 8.40am to 3.20pm Friday 8.40am -12.00pm Group 1 Monday, Tuesday and alternate Friday Group 2 Wednesday Thursday and alternate Friday.</p> <p><u>Lunch break:</u> 30 minutes not counted in attendance time.</p> <p><u>Staff Meeting:</u> Staff meeting held each Friday with a general meeting and a planning meeting held on alternate weeks. Staff rostered on to attend the meeting. The 0.3 teacher occasionally attends on a voluntary basis. The PSD provides additional paid time if an</p>	<p><u>Budgeted staffing:</u> PSD 1.0 Teacher 1.4</p> <p><u>Actual staffing:</u> PSD 1.0 FTE Teacher 0.8 FTE, 0.6 FTE 0.3 FTE = 1.7 FTE</p> <p><u>ECW 1.0 FTE budgeted:</u> Actual employment ECW 2 days ECW 2.5 days ECW 1 day ECW 0.5 day</p> <p><u>Face to face teaching</u> Teacher 0.8 Monday 6 hours, 10 minutes Tuesday 6 hours, 10 minutes Thursday 4 hours 10 minutes Friday 3 hours 20 minutes</p> <p>Teacher 0.6 Wednesday 6 hours, 10 min Thursday 4 hours, 10 min Friday 3 hours, 20 min</p>	<p><u>General:</u> Teachers responsible for designated group observation, reports parent interviews. Specific responsibilities for individual children divided between teachers and PSD.</p> <p><u>Face to face teaching:</u> Teacher 0.8 Monday 6 hours, 10 min Tuesday 6 hours, 10 min Thursday 4 hours, 10min Friday 3 hours, 20 minutes</p> <p>Teacher 0.6 Wednesday 6 hours, 10 minutes Thursday 4 hours, 10 minutes Friday 3 hours, 20 minutes</p> <p>Teacher 0.3 Wednesday 4 hours,30 minutes Thursday 4 hours,30 minutes</p>	<p><u>Administration:</u> The full administrative load is picked up by the PSD including:</p> <ul style="list-style-type: none"> • Staffing • Governing Council • QIP/SIP • WHS • Performance Management • Facilities • Miscellaneous admin • IESP applications <p><u>Admin support:</u> ECW supports enrolments and finance functions. Allocation of 7 hours per week.</p> <p><u>PSD teaching duties:</u></p> <ul style="list-style-type: none"> • Monday 6 hours, 10 minutes • Tuesday 6 hours, 10 minutes • Wednesday 6 hours, 10 minutes • Thursday – NIT coverage as required (average 4 hours per week) 	<p>The site has an additional 0.1 FTE teacher which is an overhang from a now unfunded project. Additional costs are met out of the current budget. The PSD will look to reduce the hours of the 0.3 teacher in 2022.</p> <p>The work profile of this position is very high due to a high teaching load and most administration duties being done out of hours:</p>

	<p>urgent /important matter is being dealt with.</p>	<p>Teacher 0.3 Wednesday 4 hours,30 min Thursday 4 hours, 30 min</p>	<p><u>Other duties:</u> For 2021 Teachers co-construct One Plans with the PSD for their cohort of children. IESP applications done by PSD.</p> <p>Teachers get 1 day release in term 4 for report writing per annum. Other release time on an as required basis such as T&D run by the Partnership.</p> <p>Teachers work within the framework of the award based 36.25 hours but stay on at the end of the day to finish work and occasionally do out of hours work as required. Teachers come in one day in the holidays for preparation. This has only been initiated in 2021 and the PSD advises that this is proceeding smoothly.</p>	<p>Face to face teaching time = 22 hours 30 minutes.</p> <p>PSD is responsible for designated group observation, reports, parent interviews for 13 children.</p> <p>Total hours of work per week 60 hours.</p> <p>PSD uses release time for:</p> <ul style="list-style-type: none"> • Partnership executive meetings, 2 days per term. • Lead Learning Groups, 2 days per term. • Other release generally taken as half days when TRT has been engaged for a full day to cover for half day absence of PSD. 	
--	--	--	---	--	--