

Performance and development policy

This is a mandated policy under the operational policy framework. Any edits to this page must follow the process outlined on the [creating, updating and deleting operational policies](#) page.

Overview

Performance and development is an investment in people. It's a set of everyday practices that allow employees to continuously improve, make sure their work aligns with the organisation's purpose and to recognise and celebrate achievements. It provides ongoing development to enable employees to be their best and to focus their efforts on outcomes and improvements that accelerate organisational priorities to benefit children and young people.

Section 8 of the [Public Sector Act 2009](#) applies to the department and sets out clear requirements to establish and maintain formal performance development and management processes across the South Australian public sector.

Scope

This policy applies to all department employees including:

- officers of the teaching service
- Public Sector Act employees
- corporate and school-based appointments under section 121 of the [Education and Children's Services Act 2019](#).

The following employees are exempt from the minimum requirements of this policy due to their employment being non-standard, but will still be managed in line with its principles and broader objectives:

- hourly paid instructors or swimming instructors
- bus drivers
- early childhood relievers
- school and preschool temporary relief teachers.



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Detail

Benefits

This policy connects the work of all employees to strategic priorities, organisational plans, and relevant performance and professional standards through the development of individual goals, feedback and learning opportunities.

Employees work with their leader to establish and maintain clear goals. By doing so they build shared understanding and agreement about improvement priorities and what success looks like.

Comprehensive individual learning and development plans support practice development and the continuous improvement of the department's highly skilled and engaged workforce.

Conversations and feedback between employees and leaders provide employees with guidance and direction to support them in achieving their goals, support their development and maintaining wellbeing.

Performance and development processes provide support and accountability for all employees as they contribute to outcomes for children and young people.

Career planning aligns individual aspiration and development with the future needs of the department.

Monitoring progress supports recognition, enables the celebration of achievements and the ability to provide targeted support where required.

Making performance expectations and professional standards clear during the induction process and probationary periods also supports the effective onboarding of new employees.

Minimum requirements

Employees and their relevant leader will work together to create an annual performance and development plan.

Documented performance and development reviews must occur with employees every 6 months and must be recorded in the Human Resource Information System (HRS).

Performance and development cycle

For new employees, it is recommended that a written plan be created within 90 days of starting their role with the department followed by 6 monthly reviews.

For existing employees changing roles, it is recommended that an existing PDP is updated to reflect new priorities in a timely manner followed by 6 monthly reviews.

The status of PDPs (current and overdue) for all employees is reported to the Senior Executive Group (SEG) twice a year at 31 May and 30 November. The goal is for all eligible employees to have a current PDP at these points in time.

PDP Elements

There are 4 key elements of formal one-on-one planning and review conversations:

- **Outcomes** and work goals are agreed in line with improvement priorities and to identify individual's contributions.
- **Behaviours** that help or hinder performance are discussed and strategies to improve effectiveness are created.
- **Development** opportunities are agreed to support the achievement of work and career goals.
- **Wellbeing** considerations and support strategies are discussed to maximise engagement and effectiveness.

While leaders are responsible for leading and supporting their employees through the performance and development process, responsibility may be delegated to emerging leaders if everyone agrees.

Compliance

This policy supports good governance by addressing legislative and industrial requirements, including:

- section 8 of the [Education and Children's Services Act 2019](#) that requires the Chief Executive to maintain efficiency and competency in the teaching service
- section 8 of the [Public Sector Act 2009](#) that requires the Chief Executive to establish and administer effective performance management and development systems for department employees
- the [Code of Ethics for the South Australian public sector](#)
- the [Direction of the Premier – performance management and development](#) that requires the Chief Executive to implement a performance management and development system that, at a minimum, includes:
 - performance management and development reviews with all employees (including executives) at least twice a year; and
 - reporting the percentage of performance management and development reviews that have occurred within the agency, to the Commissioner for Public Sector Employment at least twice a year.

Objectives

To improve performance in line with strategic and operational objectives, this policy aims to:

- allow employees to be professionally accountable by setting clear goals related to expected outcomes and practice and having open performance feedback conversations
- provide support, monitor and measure progress and outcomes and enable early intervention, as required.
- set high standards through goal setting in line with improvement priorities
- foster constructive behaviours that align with organisational values

- promote collaborative processes that support growth, development and improvement
- build capability that supports current and future needs
- promote personal wellbeing
- strengthen employee engagement.

Principles

The following principles support this policy:

- Our primary commitment is to enable every person in our workforce to perform at their best so together we achieve growth for every child, in every class in every school and preschool.
- Everyone has a responsibility to be their best, align their efforts and contribute to improvement outcomes.
- The PDP should be a dynamic document, open to adjustment and refinement as required in consultation with leaders.
- Fair and equitable improvement and accountability processes are used.
- Mutual respect and constructive two-way feedback supports professional relationships.
- Recognition and appreciation for the contributions of individuals and teams is important.
- Ongoing personal and professional development in line with improvement priorities is supported.
- Each individual, and how the workplace may impact them, will be considered.

Guidelines

The performance and development policy incorporates the:

- [performance and development guideline \(PDF 190KB\)](#) (staff login required)
- [induction guideline \(PDF 202KB\)](#) (staff login required)
- [managing unsatisfactory performance guideline \(PDF 231KB\)](#) (staff login required)
- [employee recognition guideline \(PDF 159KB\)](#) (staff login required)
- [professional learning and study support procedure](#).

These guidelines provide information and tools that support leaders and employees to apply effective performance and development processes in their workplace.

Roles and responsibilities

Chief Executive

Establish and maintain an effective performance and development system and process in line with section 8 of the [Education and Children's Services Act 2019](#) and section 8 of the [Public Sector Act 2009](#).

Executive Director, People and Culture

Delegate responsibility and provide support to leaders to effectively implement performance and development systems.

Director, Workforce Capability

Create processes to monitor, review, and evaluate this policy and corresponding guidelines.

Consult appropriately with relevant stakeholders and monitor ongoing feedback.

Ensure that new and updated policies are communicated to all stakeholders.

Coordinate the development of an implementation and communication plan and direct resources to support implementation.

Manage data and records about the policy and guidelines.

Leaders

Guide, support, coach and develop employees through meaningful and regular performance conversations.

Establish and maintain processes that provide performance planning, professional learning, support and accountability for each employee consistent with this Policy.

Maintain written records about employee performance with appropriate regard to confidentiality.

Conduct performance and development processes in an ethical and culturally responsive way.

Observe the professional practice of employees and provide authentic feedback openly and respectfully.

Clarify minimum performance expectations and appropriately address failure by an employee to meet those standards.

Recognise and celebrate employees' contributions, measure performance against agreed expectations, address unsatisfactory performance or behaviours.

Review the effectiveness of performance and development practices and support employees to improve.

Consider an employee's workload when establishing and reviewing performance and development plans.

Create annual performance and development plans with employees.

Create plans with new employees in a timely manner ie within 90 days of commencing.

Update plans with existing employees new to their role in a timely manner.

Conduct performance and development reviews with employees every 6 months and report completed reviews via the Human Resource Information System (HRS).

Employees

Participate positively and actively in the performance and development process, 6-monthly reviews and relevant capability building opportunities.

Identify performance objectives that contribute to personal and organisational goals.

Seek and receive feedback openly and respectfully with colleagues.

Critically reflect on their own performance and identify relevant improvement goals.

Take responsibility for the performance expectations and behavioural standards that relate to their role and duties.

Share learning and practice with others.

Contribute to a safe and supportive work environment that supports their own wellbeing and their colleagues' wellbeing.

Definitions

leader

Any employee with line management responsibility. All leaders are also employees when it comes to their own performance.

performance

Includes conduct and behaviour as well as the technical duties required in employment. Leaders should not separate employee's performance of technical duties from their overall conduct.

performance expectations

Established standards of performance including professional, ethical and behavioural standards.

unsatisfactory performance

Occurs when an employee is not performing the duties of their role to the required standard or is not performing in a satisfactory manner. Performance expectations include employees' technical duties and their overall behaviour in connection with their role as a public sector employee.

site managers

Also means site leaders. It's a role in the human resource management system. Their responsibility includes signing off bona fides and monthly leave returns.

Supporting information

[Preparing a performance and development plan](#)

Related legislation

[Education and Children's Services Act 2019](#)

[Education and Children's Services Regulations 2020](#)

[Disability Discrimination Act 1992](#)

[Fair Work Act 1994](#)

[Public Sector Act 2009](#)

[Public Sector \(Honesty and Accountability\) Act 1995](#)

Related policies

[Code of Ethics for the South Australian public sector](#)

[Direction of the Premier – performance management and development](#)

[Performance and development guideline \(PDF 190KB\)](#) (staff login required)

[Managing unsatisfactory performance guideline \(PDF 231KB\)](#) (staff login required)

[Induction guideline \(PDF 202KB\)](#) (staff login required)

[Employee recognition guideline \(PDF 159KB\)](#) (staff login required)

[Professional learning and study support procedure](#)

[Guideline of the Commissioner for Public Sector Employment: performance management and development](#)

[Guideline of the Commissioner for Public Sector Employment: management of unsatisfactory performance, including misconduct](#)

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