

Staff Performance and Development Policy

Beliefs

- The maintenance of a culture of high performance and development is supported by each staff member receiving and giving timely, relevant and useful feedback on personal professional performance in the context of each job description
- The maintenance of a culture of high performance and development is supported by each staff member receiving regular relevant training and support to implement current world best professional practice
- Performance evaluation and professional development is likely to be more effective if the goals and implementation are determined by individual employees and supported by the system
- An efficient and effective provision of staff professional development is enhanced if it is driven by needs clearly identified through an agreed consistent approach

Standards

- Each staff member will actively participate in the annual staff performance and development program
- The staff performance and development program will consist of an annual cycle of identifying improvement goals, improvement planning, support provision and progress reporting
- Professional improvement goals shall be specific to a particular aspect of the job, include measurable outcomes, be achievable within the constraints of available time and resources and be relevant to the current needs of the school
- Professional improvement goals will be developed from agreed criteria derived from job descriptions
- School-based professional development provision resulting from performance and development plans must be approved by the Principal as being relevant and appropriate

Guidelines

- The staff performance and development program will focus on celebrating strengths and positively addressing needs in the professional performance of each staff member
- An appropriate component of the annual staff professional development budget shall be assigned to individual professional development plans
- Each staff member will have an assigned performance plan overseer reporting directly to the Principal
- It is desirable that consensus about professional improvement goals is reached between the performance plan overseer and the relevant staff member
- In the absence of such consensus, the evaluation process shall be referred to the Principal
- Professional improvement goals shall be annually collated and examined for efficiencies in provision of professional support and for implications for school improvement plans
- The Principal shall include a report of the implementation of the staff performance and development program in the annual report to the governing body
- The staff performance and development program shall be reviewed for relevance, effectiveness and efficiency as part of the program review cycle

Basis of Discretion

In consultation with the Principal, individual staff members may modify aspects of the staff performance and development program if, in the opinion of the Principal, individual circumstances warrant it.

Ratified by the governing body at the meeting of September 30, 2015.