



# Spencer Park Primary School Employee Performance Policy (2014)

## DEPARTMENTAL POLICY

Under governing legislation and common law, an employee is required to carry out duties and responsibilities with due competence and care, in accordance with the requirements of their role. All employees will participate in a performance management process consistent with the *Performance Management Standard* where:

- staff regularly demonstrate accountability for their performance;
- staff have access to growth and development opportunities that allow for employee interests; and
- the process links to the intended outcomes of the Department's strategic directions.

All line managers will conduct and document performance management with staff.

Substandard performance will be managed in accordance with:

- section 79 of the Public Sector Management Act 1994 for public service officers, members of the teaching staff and other officers;
- the relevant award or agreement provisions for wages staff; and
- the principles of procedural fairness.

## DEFINITIONS

### PERFORMANCE MANAGEMENT

The formal and informal continuous process of evaluating and supporting an employee's performance in the workplace.

### PERFORMANCE MANAGEMENT PLAN

A document developed by the employee and line manager identifying outcomes, priorities and support, within a performance management process.

### ACCOUNTABILITY

The demonstration of an employee's due competence and care in performing functions, responsibilities and obligations as they relate to the intended outcomes of the workplace and thus to the Department's purpose.

### SUBSTANDARD PERFORMANCE

The performance of an employee is substandard if and only if the employee does not, in the performance of the functions that he or she is required to perform, attain or sustain a standard that a person may reasonably be expected to attain or sustain in the performance of those functions.

## BENEFITS

There is something for everyone...

- Staff will have a greater say and better understanding of what is expected and the skills they need to develop. Staff will be able to suggest ways of improving skills and work practices, as well as plan for their own professional development.
- Performance managers will have a framework within which to positively manage performance and development in a process, which will enable the provision of valuable written feedback. Feedback which will be extremely useful in terms of a staff member's future career.
- Students can expect an improved quality of education.

## OBJECTIVES

- Account for performance in relation to the School's three yearly Business Plan and annually developed School Development Plan as well as the Department of Education's plans and priorities.
- Foster open communication and feedback between staff at all levels.
- Identify individual and organisational professional development and training needs.
- Ensure performance is managed in an effective and equitable manner.
- Optimise performance and morale to improve the efficiency and effectiveness of the delivery of a quality

education to students.

## STAFF RESPONSIBILITIES

All staff at Spencer Park Primary School are to be involved in Performance Management. The information below shows the performance management structure in our school. These relationships may be varied in certain circumstances and with the consent of the principal.

<b>Employee</b>	<b>Performance Manager</b>
Deputy Principal	Principal
Registrar	Principal
School Officer	Registrar
Library Officer	Library teacher
Pre-Primary Ed Assistants	Pre-Primary teacher or Deputy or Principal
Jun-Primary Ed Assistants	Junior Primary Teacher
All other Ed Assistants	Teacher, Deputy or Principal
Teachers	Principal or Deputy
Gardener/Cleaner	Registrar or Principal or Deputy
Level 3 Teacher	Principal or Deputy

At the beginning of each year, each staff member's performance manager for the year is confirmed. A person's performance manager may change from year to year depending on staff changes. A person wanting to work with a different performance manager needs to put this request to the school Principal.

## PROCESS

The performance management process comprises of several elements.

### SELF REFLECTION

It is valuable to precede any planning or review meeting with a self-reflection period to ensure that the maximum benefit can be obtained from the meeting. The purpose of self-reflection is to enable a staff member to review his/her own performance. The outcome will be preparation for the planning meeting to be held with the performance manager.

This process will help clarify responsibilities, identify strengths and weaknesses and provide direction for possible future developmental goals that staff will discuss with the performance manager at a later meeting.

At Spencer Park a Self Reflection Questionnaire is issued to teachers prior to the planning meeting, this is used to focus discussion at this meeting on how the school and organizations goals and priorities are being accounted for in an individuals work.

### PLANNING MEETING

The purpose of the planning meeting will be to ensure that both the staff member and the performance manager are clear about each other's

- expectations
- role/s and responsibilities
- what is to be evaluated during the review part of the process

The outcome of the planning meeting will be the production of a performance agreement.

The performance agreement could contain the following elements

- short and long term objectives
- agreed targets
- performance indicators
- professional development

The agreed targets should be SMART

- specific
- measurable
- appealing or agreed
- realistic
- timed

The performance manager has an active role in ensuring the appropriateness of the goals developed during the planning process.

## IMPLEMENTATION, ONGOING FEEDBACK AND SUPPORT

The implementation process enhances the growth and development of the staff member, as well as ensuring that key responsibilities can be demonstrated at the review meeting.

Several purposes are linked to this part of the process. It provides a forum for ongoing discussions, both formal and informal, between the staff member and the performance manager, and facilitates progress towards achieving the negotiated goals stated in the performance agreement.

In this part of the process, peers may be involved as mentors, if the staff member feels that their involvement will enhance the process.

Changes to the agreement may be made during this period, provided that they have been discussed with, and endorsed by, the performance manager. Any amendments to the original document must be noted and attached to the original agreement.

## REVIEW MEETING

The purpose of the review meeting is to enable

- the staff member to demonstrate accountability for his or her performance
- discussion to occur on the outcomes of the developmental process
- the performance manager to provide an evaluation of the staff member's performance by acknowledging successful performance and identifying and confirming areas for further development

For staff continuing from one year into the next the review meeting immediately precedes the planning meeting.

Following the review the staff member's performance agreement will be signed off to indicate that a full cycle of performance management has been completed. A copy of this completed agreement will be will result in report, prepared by the performance manager after consultation with the staff member. The reports will reflect issues discussed in the planning meeting and outcomes achieved as part of the performance management process.

The review report will be available to both the staff member and the performance manager. A copy must be placed in a confidential file in the local workplace and retained for a period of two years, provided that both parties agree that performance goals have been maintained throughout that period. The documents then revert to the ownership of the staff member. There are legislative requirements relating to the storage of information about sub-standard performance, which are contained, in other departmental documentation.

The key to the success of the performance management process is the creation of an environment that fosters an individual's growth and development while focusing on the achievement of the organisation's goals.

## TIMELINE

It is the individual staff member's responsibility to negotiate appointments with their Performance Manager.

### 1. Review and Planning Meeting (Term1)

The outcome of this meeting will be to review the targets from the previous performance management cycle and the development of a performance agreement using one of the attached proformas. Leading up to this meeting, each staff member will be expected to have engaged in a process of review and self reflection to assess their progress against previous targets and identify their next set of performance management targets.

### 2. Information sharing (Term 3–Term 4). This meeting is to enable staff members to share information about

- Progress being made towards Performance Management targets
- Implementation of school and systems plans and priorities

A self assessment rubric or questionnaire will be used as a framework for these discussions. It is expected that evidence such as planning, records or student work will be shared at these meetings.

## KEY PRINCIPLES OF THE PROCESS AT SPPS

### *Performance Managers will be:*

positive  
empathetic/sensitive  
confidential

supportive  
build trust

### *Staff will be:*

open  
focussed  
supportive

honest  
positive  
accepting

## UPDATES

- A variety of planning proformas will be included with this policy. These can be accessed each year using the Policy File.
- Ancillary staff will have the package supplied in a plastic sleeve annually. Performance Managers of these staff to ensure that this happens.
- Teaching staff will have copy included in the Policy File retained by each teacher.

## CONFIDENTIALITY AND SECURITY

- Individual Performance Management files may only be accessed by the employee, their Performance Manager and the Principal. All Performance Management records are to be passed back to staff after two years.

## PROFESSIONAL DEVELOPMENT

- Professional Development is an important part of the Performance Management Process. To access Professional Development it is essential staff read and understand the school's existing Professional Development Policy.





# Spencer Park Primary School PERFORMANCE MANAGEMENT SELF REFLECTION QUESTIONNAIRE

*Private and Confidential*

## **KINDERGARTEN/PRE-PRIMARY**

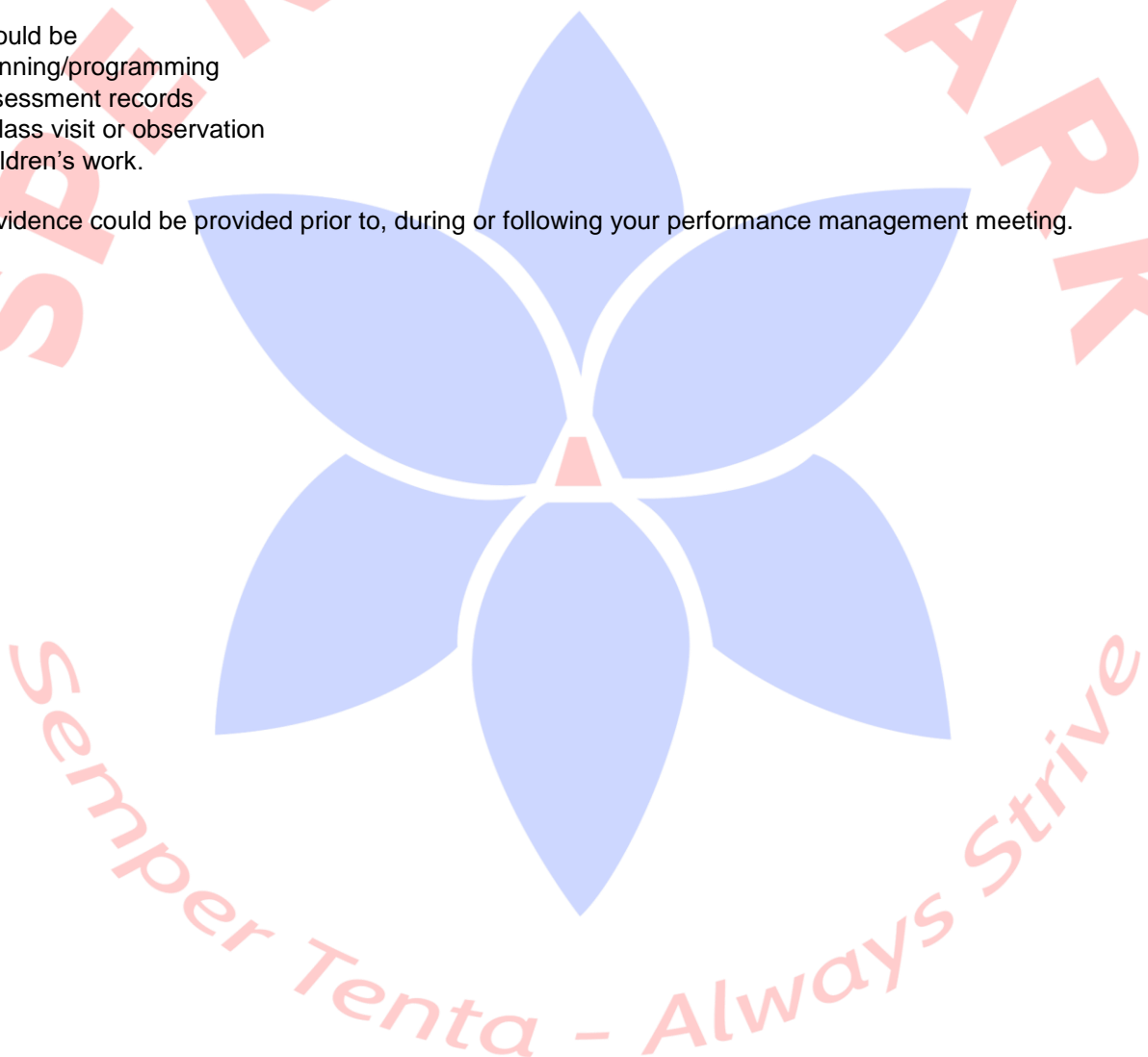
The following questionnaire is based on the whole school approaches outlined in our school policies and School Development Plan. Please complete this questionnaire prior to your initial performance management meeting for this year. This is to be held before the end of week 5 of term 2. The questionnaire is both a self reflection strategy that will assist in setting your performance management goals this year and a mechanism for demonstrating accountability for addressing whole school initiatives.

In some areas this year you will be asked to provide evidence that you have addressed whole school initiatives.

This could be

- Planning/programming
- Assessment records
- A class visit or observation
- Children's work.

This evidence could be provided prior to, during or following your performance management meeting.



# PERFORMANCE MANAGEMENT SELF REFLECTION QUESTIONNAIRE

## (Kindergarten/Pre-primary)

Teacher Name: \_\_\_\_\_

Room No: \_\_\_\_\_ Year Level: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Room No: \_\_\_\_\_ Year Level: \_\_\_\_\_

Please tick the box that best matched your response – make a brief comment where needed.

1	<p>I have the following explicit teaching approaches incorporated in my day to day teaching.</p> <ul style="list-style-type: none"> <li>Daily warm-up Number _____</li> <li>Learning Areas _____</li> <li>Gradual release I do, we do, you do</li> <li>Explicitly communicate teaching goals to children at the beginning of a lesson</li> <li>I routinely and regularly assess my students to determine levels of progress</li> </ul>	<p>Yes <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p>	<p>Sometimes <input type="checkbox"/></p> <p>Sometimes <input type="checkbox"/></p>	<p>Evidence Provided</p> <p>No <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>
<p>How this is done _____</p>				
<p>I have observed a key teacher in their classroom and have been observed teaching in my classroom.            Yes <input type="checkbox"/> No <input type="checkbox"/>            If No, when will this occur? _____</p>				
<p>I am interested in receiving coaching from John Fleming.            Yes <input type="checkbox"/> No <input type="checkbox"/></p>				
2	<p>I communicate with my parent group at the beginning of the year to provide information about class processes and expectations in the following ways;            _____</p>			
3	<p>I am reinforcing these phonemic awareness concepts</p> <ul style="list-style-type: none"> <li>segmenting individual sounds in words</li> <li>Identifying new words when sounds are omitted.</li> <li>Blending sounds given to make words</li> </ul> <p>I am following the s,a,t,p,i,n process when it comes to explicitly teaching synthetic phonics.</p> <p>Choose: I am using Jolly Phonics/Letters and Sounds/Other</p> <p>I am using decodable readers</p> <p>I am using the Literacy Scope and Sequence developed last year.</p>	<p>Yes <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p> <p>Yes <input type="checkbox"/></p>	<p>No <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>No <input type="checkbox"/></p> <p>No <input type="checkbox"/></p>	<p>Evidence Provided</p>
4	<p>I am using First Steps Maths program for planning and teaching Maths.</p> <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p>			

5	PD I need this year. _____ _____																												
6	My buddy class is Room _____																												
7	<table border="1"> <thead> <tr> <th data-bbox="199 347 1005 448">I am using these PATHS generalisations within my classroom.</th> <th data-bbox="1005 347 1268 448">Yes</th> <th data-bbox="1268 347 1540 448">No</th> </tr> </thead> <tbody> <tr> <td data-bbox="199 448 1005 492">Turtle Responses</td> <td data-bbox="1005 448 1268 492"><input type="checkbox"/></td> <td data-bbox="1268 448 1540 492"><input type="checkbox"/></td> </tr> <tr> <td data-bbox="199 492 1005 548">Control signal posters</td> <td data-bbox="1005 492 1268 548">Yes <input type="checkbox"/></td> <td data-bbox="1268 492 1540 548">No <input type="checkbox"/></td> </tr> <tr> <td data-bbox="199 548 1005 604">Feeling Faces</td> <td data-bbox="1005 548 1268 604">Yes <input type="checkbox"/></td> <td data-bbox="1268 548 1540 604">No <input type="checkbox"/></td> </tr> <tr> <td data-bbox="199 604 1005 660">Role Playing</td> <td data-bbox="1005 604 1268 660">Yes <input type="checkbox"/></td> <td data-bbox="1268 604 1540 660">No <input type="checkbox"/></td> </tr> <tr> <td data-bbox="199 660 1005 716">PATHS Kid of the Day/Week</td> <td data-bbox="1005 660 1268 716">Yes <input type="checkbox"/></td> <td data-bbox="1268 660 1540 716">No <input type="checkbox"/></td> </tr> <tr> <td data-bbox="199 716 1005 772">Encouraging and providing compliments</td> <td data-bbox="1005 716 1268 772">Yes <input type="checkbox"/></td> <td data-bbox="1268 716 1540 772">No <input type="checkbox"/></td> </tr> <tr> <td data-bbox="199 772 1005 828">Problem Solving</td> <td data-bbox="1005 772 1268 828">Yes <input type="checkbox"/></td> <td data-bbox="1268 772 1540 828">No <input type="checkbox"/></td> </tr> <tr> <td colspan="3" data-bbox="199 828 1540 1041">Evidence provided to support above:</td> </tr> </tbody> </table>		I am using these PATHS generalisations within my classroom.	Yes	No	Turtle Responses	<input type="checkbox"/>	<input type="checkbox"/>	Control signal posters	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Feeling Faces	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Role Playing	Yes <input type="checkbox"/>	No <input type="checkbox"/>	PATHS Kid of the Day/Week	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Encouraging and providing compliments	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Problem Solving	Yes <input type="checkbox"/>	No <input type="checkbox"/>	Evidence provided to support above:		
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*Semper Tenta - Always Strive*



# Spencer Park Primary School PERFORMANCE MANAGEMENT DOCUMENT

*Private and Confidential*

Staff Member	Performance Manager
Signature	Signature

**TIMELINE FOR PERFORMANCE MANAGEMENT CYCLE**

Date	Date
Date	Date

**Self Reflection on Role/Accountability Discussion**

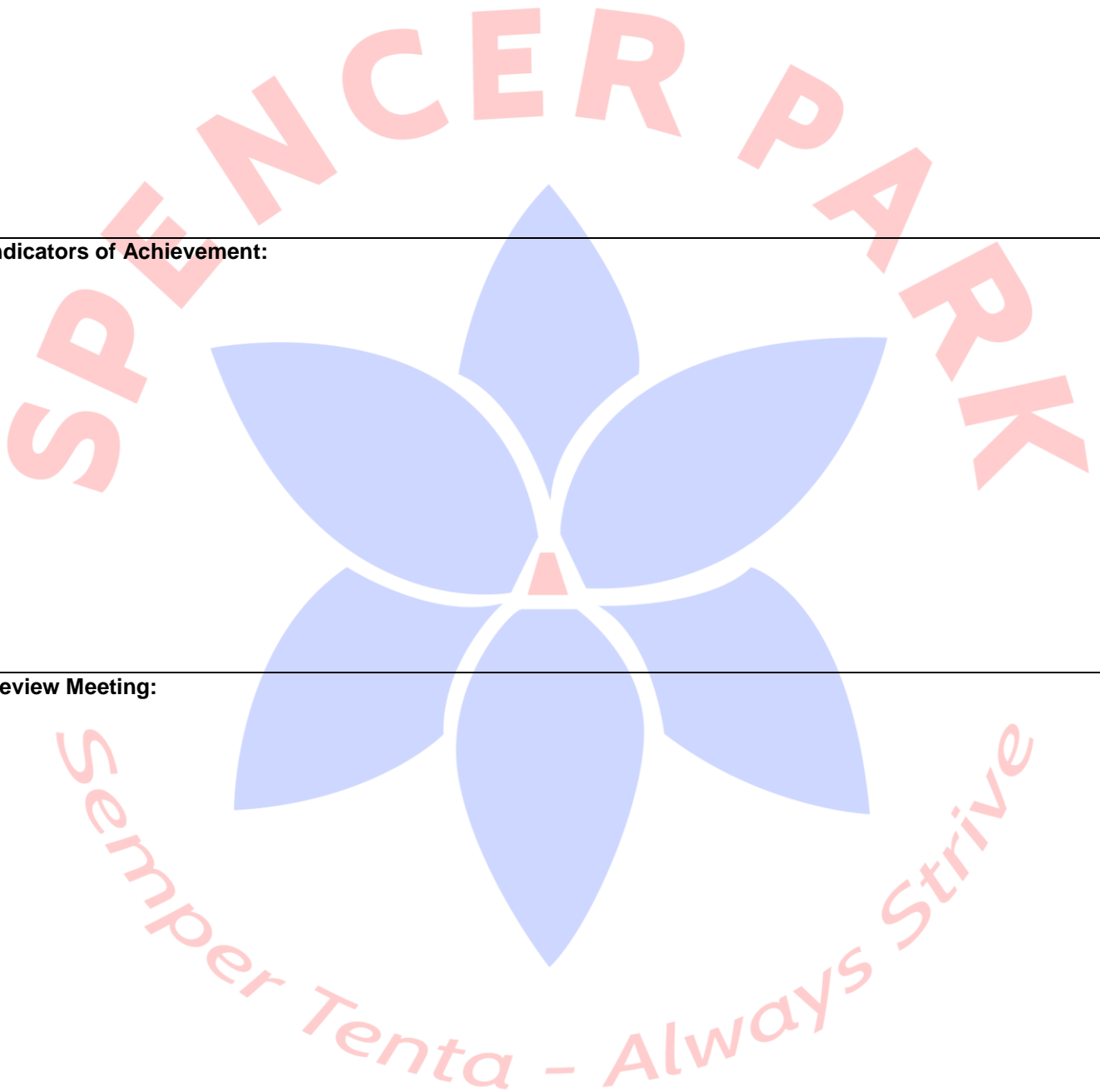
**Targets**



Action Plan (Strategies & Resources)

Indicators of Achievement:

Review Meeting:





# Spencer Park Primary School PERFORMANCE MANAGEMENT DOCUMENT

*Private and Confidential*

## ACTION PLAN

Staff Member	Performance Manager	Date of preparation
Signature	Signature	Date to be destroyed

Areas of Responsibility
Targets
Action Plan
Indicators of Achievement
Review



# Spencer Park Primary School PERFORMANCE MANAGEMENT DOCUMENT

*Private and Confidential*

## ACTION PLAN

Staff Member	Performance Manager	Date of preparation
Signature	Signature	Date to be destroyed

Self Reflection
Targets
Action Plan (Who? What? When? Where? How?)
Indicators of success
Review



# Spencer Park Primary School PERFORMANCE MANAGEMENT DOCUMENT

*Private and Confidential*

## ACTION PLAN

Staff Member:	Performance Manager:
Signature:	Signature:

REVIEW	
INDICATORS OF SUCCESS	
STRATEGIES AND SUPPORT REQUIRED	
TARGETS	
AREAS OF RESPONSIBILITY	