Staff Performance and Development Policy
Developed 2018.

The Craigmore South Primary School Performance Planning Policy is linked to the DfE policy and supports each staff member's right to performance feedback.

Purpose:
The purpose of the Performance Management Policy is to develop the professional capacity of staff to provide quality development and learning for the students and families of Craigmore South Primary School.
Objectives:
The objectives of the Performance and development Policy are:

* Engage staff through ongoing professional learning, shared practice and professional relationships

* Promote workplace behaviour consistent with the Code of Ethics for the S.A. Public Sector

* Inspire performance improvement and build professional capacity

* Establish and maintain recognition, feedback and accountability mechanisms

* Promote timely and reasonable intervention by the principal to manage instances of unsatisfactory performance

* Comply with DECD legislative requirements as outlined in the DECD Performance & Development Policy.

Values will follow at Craigmore South:

* Fairness, equity, and trust	* Mutual respect, understanding and responsibility
* Openness to learning and change	* Recognition and reward
* Work-life balance	* Performance processes that are integrated into day—to—day practices
* Accountability through professional conversations and authentic feedback provided.	* Supportive and safe working environment
* Access to relevant and effective professional development	* Commitment to improve outcomes for students

Updated by staff: August 2018

PROCESS AND TIME FRAME FOR DEVELOPING A PERFORMANCE PLAN.
STAFF PERFORMANCE DISCUSSIONS:
Staff Performance discussions with the principal will occur at least twice a year. An agenda will be circulated at least a week prior to the meeting. Staff will nominate times that are convenient for a performance discussion and the duration of these meetings will be negotiated. Staff / Principal may request more frequent discussion opportunities if specific needs arise. The opportunity will be provided for staff to meet in teams if they have similar professional learning goals.

Term 1
1) Develop a plan for personal development using the DECD Performance & Development Plan & Review Proforma. Professional chat meetings will be approximately 45—60 minutes and the timing will be negotiated between the staff member(s) and the principal. Teaching programme outlines for the term will form part of the agenda. Written feedback will be provided. A formal class visit will be negotiated.

2) Site, DECD and Uleybury Partnership Priorities and Atsil (Australian Institute for Teaching & School Leadership) will provide the basis for identifying individual / team learning development goals for the year. These will be discussed and negotiated with the principal by the first pro chat. School Service Officers will also utilise the PIDs (Personal Information Document) related to their role to assist with identifying a personal learning goal.

3) A staff meeting early in the year will be devoted to discussing the partnership aims for the coming year along with expectations and agreements for the year.

4) Week 2-3: First Learning team meetings will be held to plan and organise the curriculum aims and pedagogy for the coming term and develop an overview of the coming teaching year.

5) Non-formal chats will be negotiated throughout term if required to ratify the performance plan and follow up any issues / questions from Performance & Development meeting.

Term 2 and 3
1) Non-formal professional chat will occur during the term whenever Leadership or Staff member feel needed. The times will be negotiated prior to the discussion. Class / work observations will be maybe needed and negotiated throughout the term.
2) Week 2-3: First Learning team meetings will be held to plan and organise the curriculum aims and pedagogy for the coming term and develop an overview of the coming teaching year.

Term 4.
1) Develop a plan for personal development using the DECD Performance & Development Plan & Review Proforma. Professional chat meetings will be approximately 45—60 minutes and the timing will be negotiated between the staff member(s) and the principal. Review of teaching programme outlines for the year will form part of the agenda. Written feedback will be provided. A formal class visit will be negotiated.

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2) Week 2-3: First Learning team meetings will be held to plan and organise the curriculum aims and pedagogy for the coming term and develop an overview of the coming teaching year.

The Performance Plan Document:
1) All documentation by the staff member and principal will be written and provided utilising the components of the DECD Performance Plan Document. A copy of the template will be emailed to all staff members leading up to meeting times.

2) Teachers need to outline a personal learning goal around the appropriate Atsil standard that applies to their level of development.

Graduate Proficient Highly Accomplished Lead
School Service Officers will negotiate with the principal a PID criteria or personal goal they wish to explore and develop.

3) Staff are responsible to engage in developing their professional learning and completing all aspect of the performance plan process including the reflection / review process termly.

Roles and Responsibilities of the Principal / Leader and Employees:
The roles of the participants in the performance process are outlined in the DECD Performance and Management Policy July 2014 Section 5. A Training and Development budget and associated resourcing will support the policy.

Personal Growth Staff will be supported through career processes and teaching staff will be supported through Step 9 and leadership opportunity processes. SSO's will be supported through reclassification processes when appropriate. The school training and development budget will be discussed to support staff in pursuing learning opportunities.

Personal Portfolios Staff are encouraged to construct a Personal Portfolio. This folder can contain certificates, performance statements/ feedback sheets from staff chats or peer observation sessions. Staff need to ensure that their portfolio is current.

School Values
Respect – Collaboration – Integrity – Diversity -- Responsibility

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