



APPRAISAL POLICY AND PROCEDURES

PURPOSE: To integrate the requirements of performance appraisal, professional standards and teacher registration in order to provide a manageable appraisal system that improves teaching and learning, by acknowledging the good work teachers do and by providing them with the support to develop further.

GUIDELINES

1. The implementation of this policy is delegated to the Board Chairperson, for the Principal's appraisal, and to the Principal for the appraisal of staff. Both are able to delegate parts of the process to other appropriate people.
2. The appraisal process in our school will be based around development objectives and performance expectations and will follow the procedures outlined below.
3. The Practising Teacher Criteria and appropriate set of professional standards for Teachers will be used as performance expectations.
4. The performance expectations will be deemed to have been met, if there is evidence to support the assessment criteria. In the event of the performance expectations not being met, the provisions of the appropriate collective agreement will apply.
5. The information gained from the performance expectations will be used to make the decision as to whether or not to affirm that a teacher is satisfactory and therefore able to have his/her practising certificate, from the Teachers Council, renewed.
6. The Principal's development objectives will come from the Strategic and Annual Plans and from personal professional needs. Development objectives for other staff will come from school-wide focus areas, Personal Inquiries and personal professional needs.
7. The support needed for the development objectives for all staff will form part of the school's professional development programme.
8. The resourcing of the appraisal process will be a budget item.
9. For teaching staff, appraiser/s will be determined by the Principal, in consultation with the teacher to be appraised.
10. For the Principal, the appraiser/s will be determined by the Board, in consultation with the Principal.

APPRAISAL PROCEDURES

1. At the start of each twelve month cycle, the following will be reviewed;
 - Job Descriptions and Performance Management structure
 - Criteria for the Professional Standards for Teachers
 - The appraisal timeline

2. At the commencement of the appraisal cycle, each teacher will be given a Job Description and Performance Management document which provides a framework for selected development objectives as well as outlining the appropriate set of professional standards, Appraisal Timeline, Personal Learning and Inquiry expectations, Code of Ethics, School-wide Professional Development Focus Areas, Practising Teacher Criteria and an Appraisal Summary Report.

3. Those with teaching and Management / Team Leader responsibilities will have both teaching and Management / Team Leader objectives and key Tasks included in the document.

4. There will exist whole school development objectives as well as individual objectives.

5. Appraisers will be decided upon.

6. Appraisees and appraisers will meet to plan:
 - Which development objectives will be chosen, the support needed and how the development objectives will be appraised.
 - How evidence will be collected to meet each of the 12 Practising Teacher Criteria over the appraisal cycle.

7. These plans will be followed through during the appraisal cycle.

8. Discussions will take place between each appraisee and his/her appraiser/s on each component of the performance agreement.

9. The discussions will be based upon the appraisee's self appraisal and the conclusions of the appraiser.

10. An Appraisal Summary will be completed and discussed based on the outcomes of these discussions. This summary may identify issues to be addressed in the next appraisal cycle.

11. Information gained through the Practising Teacher Criteria evidence and appropriate professional standards will be used by the Principal, in deciding upon whether or not to confirm that a teacher has met the Practising Teacher Criteria. The Board Chairperson will decide whether or not to confirm that the Principal

has met the professional standards. In the event of a dispute arising at any stage, the provisions in Part 10 (Complaints / Discipline / Competency) of the Primary Teachers' Collective Agreement will apply

12. A person's appraisal records will be confidential to that person, his/her appraiser/s and the Principal, unless the person agrees otherwise. The Education Review Office has the authority to ask to see individual records.
13. Each person, on request, will be given copies of all their appraisal records. The school's copies of these records will be stored in a locked staffing file, that only the Principal has direct access to.
14. Appraisal records will be kept for three years then destroyed.
15. When the Board is considering the appraisal report on the Principal, it will go into committee.
16. The report on the Principal will be a summary of the Principal's appraisal, written by the Principal, Deputy Principal and Chairperson together.
17. The appraisal process will happen within a twelve month timeframe.
18. The Board will monitor the appraisal process by receiving reports from the Principal at its June and November meetings.
19. The reports will outline the stage in the process the staff are at, as outlined in the procedures, and will identify common areas of focus. Individuals will not be commented on.
20. The Board will review this appraisal policy as part of its ongoing three year review cycle.

Reviewed: December 2015

Next Review: December 2018