



KATHERINE HIGH SCHOOL

PERFORMANCE MANAGEMENT POLICY AND PROCEDURES

Rationale

Performance Management is a requirement for all employees of the Northern Territory Department of Employment, Education and Training. The Performance Management process is designed to:

- encourage staff commitment to professional growth
- provide a process of self-evaluation and reflection
- define goals that staff can work towards
- enable staff to receive regular feedback on performance
- assist the organisation to identify professional development requirements

An effective performance management system should enable:

- managers to provide leadership and integrate performance management as part of the process of managing people
- staff members to understand that their performance directly contributes to the success/failure of the school and should be linked to the school's strategic goals
- staff members to have clear expectations, receive regular feedback and to feel positive about the process
- the school to recognise and value each staff member's performance

Policy Statement

Performance Management will be conducted at Katherine High School in accordance with NT DEET requirements for all employees except those on probation or those applying for Teacher of Exemplary Practice (TEP) status.

Performance Management at Katherine High School is the responsibility of the immediate line supervisor and should be used by the line supervisor to:

- get to know staff members
- recognise each staff member's value
- encourage and support staff
- foster each staff member's development (recognising strengths and weaknesses) with constructive and positive assistance
- promote team building
- identify specific expertise
- identify areas of professional development need
- develop improved teaching/learning outcomes
- be accountable for the work of staff members

Process

1. The Performance Manager provides each staff member s/he is responsible for with the KHS Performance Management Plan proforma or negotiates the use of another plan format.
2. Each staff member completes an individual Performance Management Plan and submits it to his/her line supervisor.

3. The Performance Manager meets with each staff member and discusses:
 - his/her overall performance including results data from previous classes where available
 - goals and targets being set for the current year and their appropriateness
 - the contribution s/he has made and/or could make to the faculty
 - the contribution s/he has made and/or could make to the school community
 - any professional development needs that can be identified

The following should be used a checklist when discussing individual performance management plans:

- are the goals and targets clear?
- are the goals and targets achievable?
- are the goals and targets relevant, realistic and/or purposeful?
- are the goals and targets connected to the school's Strategic Plan?

Meetings between Performance Managers and each individual staff member should be completed by the end of Week Seven Term One.

4. Performance Managers provide a copy of the individual Performance Management Plan for each staff member and a report on the collated data from the plans to the Assistant Principal Student and Staff Welfare by the end of Week Nine Term One
5. The Assistant Principal Student and Staff Welfare collates all data and provides a summary report to the Seniors' Group Meeting Week One Term Two.
6. The Assistant Principal Student and Staff Welfare provides a school Professional Development Plan for the year based upon the needs identified in the summary report and in consultation with the Seniors' Group. This plan will be published by the end of Week Three Term Two and will establish the school's professional development priorities. It will be the basis upon which decisions to approve or not approve requests for professional development activities will be made throughout the year.
7. Performance Managers schedule a review/feedback meeting with each staff member at an appropriate time later in the year (but no later than Week Ten Term Three) in order to ascertain the progress and/or any changes to the individual's performance plan and identify what still needs or could be done to support any individual staff member.

This policy was last ratified by School Council in....

2007