



MARIST CATHOLIC SCHOOL

PROCEDURE: Performance Management

The board of trustees, as employer, is responsible and accountable for ensuring performance management systems are in place. The principal is responsible for implementing the appraisal of all staff, and the principal reports to the board annually that all staff have completed the appraisal process for the current year, as part of the Implementation Audits and Reports schedule. This assurance includes the [appraisal of the principal](#).

The purpose of performance management is to develop staff skills, knowledge, training, and talents in ways that maximise learning outcomes for students. It advances the skills of staff for their own benefit, as well as for the school and students. With effective performance management, staff can have confidence in their performance and professional development and the board can have confidence that all staff are meeting the educational needs of students and the goals of the school.

Performance management ensures that all staff:

- receive clear direction on their expected performance
- set professional goals consistent with the strategic goals/objectives set by the board and principal
- receive assistance and support to perform successfully
- receive feedback on their performance and recognition for their achievements
- are assured of the confidentiality and privacy of the appraisal process
- take increasing responsibility for their own learning and professional development.

Appraisal

The school's performance management system is based on professional trust. It is a cycle of appraisal with an annual summary report. Where possible, staff are given a timeframe for the cycle and reminded of requirements throughout the year. If serious concerns are identified as part of the appraisal process, it may be replaced with more targeted support and guidance, or a competency process.

Competency

Competency is a separate process governed by employment law and the relevant provisions in the employment contract. Any competency concerns are dealt with first within the school. Continued poor performance following a competency process or other support to improve performance may result in disciplinary action and/or referral to the Teaching Council. See the [Teaching Council Conduct and Competence Overview](#).

Legislation

- Education Act 1989
- State Sector Act 1988
- Employment Relations Act 2000