

PURPOSE

This policy will outline the procedures that apply to Staff Performance Review at South Kingsville Pre School.

POLICY STATEMENT

VALUES

South Kingsville Pre School is committed to developing and maintaining a work environment that encourages all employees to work towards continuously improving upon the work that they do, and to develop their own competencies and skills.

Open, honest and ongoing communication is a critical part of the way in which feedback is given, performance is managed and improved performance is acknowledged and encouraged.

SCOPE

This policy applies to all staff involved in the South Kingsville Pre School.

BACKGROUND AND LEGISLATION

Regular and ongoing performance review and feedback is a critical part of the process of developing all employees. It is also a valuable way in which, via the feedback process, requisite skills and competencies can be identified and progress towards agreed goals can be demonstrated.

Relevant legislation and standards include but are not limited to:

- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *National Quality Standard, Quality Area 2: Leadership and Service Management*
 - Standard 7.2 There is a commitment to continuous improvement
 - Element 7.2.2 The performance of educators, co-ordinators and staff members is evaluated and individual development plans are in place to support performance improvement.

SOURCES AND RELATED CENTRE POLICIES

- Staffing Policy
- Staff Grievance Policy
- Staff Counselling & Discipline Policy
- Employment of Qualified Staff Policy

PROCEDURES

The Approved Provider (Committee) is responsible for:

- Ensuring that all staff are provided with a copy of this policy and have a clear understanding of the procedures and practices outlined

- Ensuring that all staff at South Kingsville Pre School are reviewed annually
- Ensuring that all staff are provided with ample time to prepare for their review and are provided with all the necessary and appropriate documentation (refer to attachments)
- Ensuring that staff is provided with constructive feedback on their performance in relation to identified goals and accountabilities.

The Nominated Supervisor (Director) is responsible for:

- Agreeing to participate in a performance review
- Developing competencies which relate to their role
- Identifying goals and accountabilities
- Complete the appropriate documents and forms
- Continually improving upon their own performance

The Certified Supervisors (Educators & Staff) are responsible for:

- Agreeing to participate in a performance review
- Developing competencies which relate to their role
- Identifying goals and accountabilities
- Complete the appropriate documents and forms
- Continually improving upon their own performance

EVALUATION

In order to assess whether the policy has achieved the values and purposes, the committee will:

- Monitor compliance with the procedures set out in the policy on a periodic basis.
- Take into account reports from staff and others regarding the policy
- Monitor complaints from staff regarding the performance review process and whether satisfactory resolution has been achieved.

ATTACHMENTS

Attachment 1: Performance Review Procedures

Attachment 2: Annual Staff Performance Review Form

Attachment 3: Goal Setting Guidelines

Attachment 4: Individual Goal Setting Form based on National Quality Areas

AUTHORISATION

This policy was adopted by the South Kingsville Pre School Committee of Management at a committee meeting on 15TH August 2016

REVIEW DATE 15/08/2018

Performance Review Procedures

Stage 1

The President sets the date of the performance review

Stage 2

The employee and team leader individually prepare for the discussion addressing the following areas:

- Position Description
- Key Competencies for the role
- Quality Areas, Standards and Elements
- Support
- Resources
- General Comments around performance throughout the year
- Professional Development and Enhancement plan
- Goals for next year

Stage 3

The President and employee hold the discussion

Stage 4

The President documents the discussion and completes the Annual Staff Performance Review Form

Stage 5

The President provides a copy of the Annual Staff Performance Review Form document for the employee to review and sign off. Further discussion may be required at this stage

Stage 6

The form is filed by the President in the employee file

South Kingsville Pre School
Annual Staff Performance Review

Name: _____

Job Title: _____

Date of Appointment: _____

The objective of the annual performance review is to focus on:

- What was achieved
- How it was achieved
- Goal Setting
- Agree professional development and enhancement plan

The review process should be carried out in conjunction with the agreed goals.

The President and Vice President of the South Kingsville Pre School Committee of Management conduct the Annual Staff Performance Review annually.

REVIEW OF PAST YEAR

Agreed goals (Refer the annual goals document)

Please tick:

Met requirement

did not meet requirement

Overall Performance Summary:

Taking into account the following pages and incorporating core competencies required for the role:

Strengths:

Areas for Improvement:

Review Area	Review Comments
<p><u>Position Description</u> Is the position description document up to date? Have the key position objectives, responsibilities and duties been carried out throughout the year?</p>	
<p><u>Key Quality Areas for the role</u></p> <p>1. Education program and Practice</p> <ul style="list-style-type: none"> - Cycle of planning evident - Written documentation of program - Individual observations - Curriculum decisions that contribute to each child's learning - Documentation about each child is available to families - Preparation of resources for program and setting up and packing away of physical environment - Resources are available for the program <p>2. Children's health and safety</p> <ul style="list-style-type: none"> - Promoting health and safety in the program - Promoting health and safety to families - Promoting nutrition in the program <p>3. Physical environment</p> <ul style="list-style-type: none"> - provided a stimulating, learning and caring environment for the children - sustainable practices we embedded in the 	

<p>program</p> <p>4. Relationships with children</p> <ul style="list-style-type: none">- Consistently engaging with children, including meaningful and open interactions- Consistently involving and engaging the children in the program- Consistently supporting children to manage their own behaviour and to develop communication skills with their peers- The dignity and rights of every child are consistently supported and promoted- <p>5. Collaborative partnerships with families and communities</p> <ul style="list-style-type: none">- Families are involved and share in the decision making about their child's learning and wellbeing- Families are supported through the sharing of information and support assistance is offered as needed- <p>6. Staffing arrangements/ service management</p> <ul style="list-style-type: none">- positive relationships are created in the work environment- interactions demonstrate respect, recognition and create a positive work environment- positive contributions are made in meetings and an environment	
---	--

<p>of 'how can we improve' is fostered</p> <ul style="list-style-type: none"> - open lines of communication are maintained with staff members and committee - has an understanding of services philosophy, policies, procedures and regulations and is both understood and followed - positively contributes to the services annual self assessment and to the identification of areas of improvement for the Quality Improvement Plan 	
<p><u>Support</u> Did you feel supported by the Committee of Management? Did you feel supported by other team members and the Director? Comment on areas of strength and areas of development</p>	
<p><u>Resources</u> Did you have enough resources to provide programs that you wanted? Were you able to challenge the children? General comments for improvement in this area</p>	
<p><u>General Comments Around Performance Throughout this year</u> Have you enjoyed your role this year? What have been the major challenges? What would you like to change about your role? What do you like / dislike about your role?</p>	

<p><u>Professional Development and Enhancement Plan</u> Is the Professional Development and Enhancement plan up to date? Were the PDEP Proposals submitted to the employer for approval? Were the PDEP activities undertaken and completed? Were the in services useful you attended? What would you like incorporated into your next year's plan? What is the plan for the next year?</p>	
<p><u>Goals for next year</u> SEE INDIVIDUAL GOAL SETTING FORM</p>	

Employee's Comments:

Employee's Sign Off:
 President's Sign Off:
 Vice President's Sign Off:

Date:
 Date:
 Date:

Goal Setting Guidelines

Introduction:

Effective goal setting is an integral part of the process of ongoing development. It is important that employees have clear and relevant goals and that these goals are periodically reviewed, assessed and new goals established.

Goals are to be documented in the employees Individual Performance Goals Form. The goals should explain:

- What is to be achieved
- By When, and
- What measures are to be used to determines progress and development

Employees are encouraged to establish and review their individual goals during the Annual Performance Review process.

Establishing Effective Goals:

Clear and relevant goals are a valuable tool that helps employees to actively contribute towards defining their own development.

The following guidelines will help employees to establish effective goals:

- Goals can either be for the employee or for the group
- Goals need to provide sufficient challenge but also be achievable and relate to the competencies that require further development. They also need to deliver real improvement
- Goals need to be related to both the broader business goals and also to team goals, and to be aligned with the employee's accountabilities (included in the employee's position description)
- Goals need to give the employee a clear picture of what they are doing in the next year, but which can also be adaptable to changed priorities or different circumstances

Goal Setting Process

<p><u>Stage 1</u> The President sets the date for the goal setting discussion</p>
<p><u>Stage 2</u> Ensure that the President and the employee have reviewed the Individual Goals Form and have prepared for the meeting with ideas for goals for that year</p>
<p><u>Stage 3</u> The President and employee hold the discussion. Ensure the discussion meeting is participative, that the goals established are jointly agreed and are both challenging and motivating to the individual. Focus on outcomes and ensure that these are clearly defined and understood. Ensure that employees accept responsibility for their role. Ensure employee's workload is appropriately resourced.</p>
<p><u>Stage 4</u> The President documents the discussion and completes the Individual Goals Form</p>
<p><u>Stage 5</u></p>

The President provides a copy of the Individual Goals Form to the employee to review and sign off.

Stage 6

After the goal setting meeting, remember regular feedback is critical to the success of this process

Individual Goal Setting Form based on National Quality Areas**Name:****Position:****Year:**

<u>Department Goals</u>	<u>My Goals</u>	<u>Key Actions</u>	<u>Who</u>	<u>When</u>
1. Educational program and Practice.				
2. Physical environment				
3. Staffing arrangements				
4. Relationships with children				
5. Relationships with children				

6. Collaborative partnerships with families and communities				
7. Leadership and service management				

Employee Signature:

President Signature: