



## 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

## 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 (Educational Leader) 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

**AUTHORISATION**

This policy was adopted by the South Kingsville Pre School Committee of Management at a committee meeting on 15<sup>th</sup> October 2018

**REVIEW DATE**            15/10/2021

## Performance Review Procedures

<p><b><u>Stage 1</u></b> The President sets the date of the performance review</p>
<p><b><u>Stage 2</u></b> The employee and team leader individually prepare for the discussion addressing the following areas:</p> <ul style="list-style-type: none"><li>- Position Description</li><li>- Key Competencies for the role</li><li>- Quality Areas, Standards and Elements</li><li>- Support</li><li>- Resources</li><li>- General Comments around performance throughout the year</li><li>- Professional Development and Enhancement plan</li><li>- Goals for next year</li></ul>
<p><b><u>Stage 3</u></b> The President and employee hold the discussion</p>
<p><b><u>Stage 4</u></b> The President documents the discussion and completes the Annual Staff Performance Review Form</p>
<p><b><u>Stage 5</u></b> 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</p>
<p><b><u>Stage 6</u></b> The form is filed by the President in the employee file</p>

**South Kingsville Pre School**  
**Annual Staff Performance Review**

Name: \_\_\_\_\_ Job Title: \_\_\_\_\_ Date of review: \_\_\_\_\_

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**

Review previous Staff Performance review. Areas to discuss:

Were the goals met	
Are there areas to still work on	
Other comments	

<b>Key Duties/Performance</b> Key Quality Areas for the role	<b>Indicators / Strengths</b> (Indicate knowledge and identify strengths)	<b>Area for Improvement / Goals</b> (Identify areas for improvement/set goals)	<b>Target</b> (Review date)	<b>Progress / Status</b>
<b>Education program and Practice</b>				
<ul style="list-style-type: none"> <li>- Cycle of planning evident</li> <li>- Written documentation of program</li> <li>- Individual observations</li> <li>- Curriculum decisions that contribute to each child's learning</li> <li>- Documentation about each child is available to families</li> <li>- Preparation of resources for program and setting up and packing away of physical environment</li> <li>-</li> <li>- Resources are available for the program</li> </ul>				

Key Duties/Performance	Indicators / Strengths (Indicate knowledge and identify strengths)	Area for Improvement / Goals (Identify areas for improvement/set goals)	Target (Review date)	Progress / Status
<b>Children's health and safety</b>				
<ul style="list-style-type: none"> <li>- Promoting health and safety in the program</li> <li>- Promoting health and safety to families</li> <li>- Promoting nutrition in the program</li> </ul> <p><i>How do you contribute to creating a child safe environment at the kinder?</i></p>				

<b>Key Duties/Performance</b>	<b>Indicators / Strengths</b> (Indicate knowledge and identify strengths)	<b>Area for Improvement / Goals</b> (Identify areas for improvement/set goals)	<b>Target</b> (Review date)	<b>Progress / Status</b>
<b>Physical environment</b>				
<p>-provided a stimulating, learning and caring environment for the children</p> <p>- sustainable practices we embedded in the program</p>				

Key Duties/Performance	Indicators / Strengths (Indicate knowledge and identify strengths)	Area for Improvement / Goals (Identify areas for improvement/set goals)	Target (Review date)	Progress / Status
<b>Relationships with children</b>				
<ul style="list-style-type: none"> <li>- Consistently engaging with children, including meaningful and open interactions</li> <li>- Consistently involving and engaging the children in the program</li> <li>- Consistently supporting children to manage their own behaviour and to develop communication skills with their peers</li> <li>- The dignity and rights of every child are consistently supported and promoted</li> </ul>				



Key Duties/Performance	Indicators / Strengths (Indicate knowledge and identify strengths)	Area for Improvement / Goals (Identify areas for improvement/set goals)	Target (Review date)	Progress / Status
<b>Collaborative partnerships with families and communities</b>				
<ul style="list-style-type: none"> <li>- Families are involved and share in the decision making about their child's learning and wellbeing</li>   <li>- Families are supported through the sharing of information and support assistance is offered as needed</li> </ul>				

<b>Key Duties/Performance</b>	<b>Indicators / Strengths</b> (Indicate knowledge and identify strengths)	<b>Area for Improvement / Goals</b> (Identify areas for improvement/set goals)	<b>Target</b> (Review date)	<b>Progress / Status</b>
<b>Staffing arrangements/ service management</b>				
<p>positive relationships are created in the work environment</p> <p>interactions demonstrate respect, recognition and create a positive work environment</p> <p>positive contributions are made in meetings and an environment of 'how can we improve' is fostered</p> <p>open lines of communication are maintained with staff members and committee</p> <p>has an understanding of services philosophy, policies, procedures and regulations and is both understood and followed</p> <p>positively contributes to the services annual self assessment and to the identification of areas of improvement for the Quality Improvement Plan</p>				

	Review Comments
<p><b><u>Support</u></b> 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><b><u>Resources</u></b> 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><b><u>General Comments Around Performance Throughout this year</u></b> 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><b><u>Professional Development</u></b></p>	
<p><b><u>Position description</u></b> Do you have a position description and is it up to date?</p>	

Refer to the **Information and Communication Technology Policy** and **Code of Ethics**. These need to be signed yearly.

Employee's Comments:

Employer's Comments:

Employee's Sign Off:

Date:

President's Sign Off:

Date:

Vice President's Sign Off:

Date: