

Angle Vale Primary School

Building our bridge to the future

Learning to know

Learning to do

Learning to get along

Performance and Development Policy

Our Vision

Angle Vale Primary School, with the school community, is committed to support all students to become successful learners, confident and creative individuals, and active and informed citizens.

Our Mission

Each student has the opportunity to work in a safe, supportive and challenging learning environment, engage in learning programs that include the following capabilities:

- Critical and creative thinking
- Ethical understanding
- Information and Communication Technology (ICT)
- Intercultural understanding
- Literacy
- Numeracy
- Personal and social capability

Our Aims

The Angle Vale Primary School's Performance and Development Policy provides a framework to ensure that:

- Students are learning and Educators are teaching.
- Staff and students work within a relational and restorative framework.
- Through explicit teaching and learning, we develop social responsibility and willingness to make amends, restore and strengthen relationships.
- Parents, students and staff work collaboratively to provide a consistent and just approach to development and management of student behaviour that takes into account the different needs of individual students.

Our Values

Confidence	Honesty	Respect
<ul style="list-style-type: none"> ● Be prepared to try new things ● Know your choices ● Be prepared to seek help ● Be a positive role model ● Use power positively ● Show persistence ● Show resilience when things are down ● Have the confidence to show generosity to others 	<ul style="list-style-type: none"> ● Tell the truth ● Have a strong work ethic ● Be honest about giving effort ● Be proud of your achievements ● Take responsibility for your own actions ● A fair go for all ● Encourage others ● Develop trust in relationships with others 	<ul style="list-style-type: none"> ● Treat self, others and property with care and respect ● Be cooperative and include others ● Respect that school is a place of learning ● Communicate respectfully and use a person's name ● Look after school belongings but leave valuables at home ● Move around the school calmly

PURPOSE

- The Department for Education and Child Development (DECD) is committed to attracting, retaining, developing and recognising a high performing workforce. The ultimate goal of this policy is to maximise the learning, wellbeing and standards of achievement for children, and students in DECD services, preschools, and schools.

- The purpose of the *Performance and Development Policy* is to improve the professional capacity of our workforce to provide quality development and learning for the children, students, and families of South Australia.

- The policy's framework for engaging all employees in planning, learning and accountability activities throughout their employment:
 - encourages creativity and innovation within the framework of organisational goals and improvement planning
 - builds the professional capacity of its workforce through professional learning and development
 - develops a workforce that is accountable and responsive to the community that it serves.

SCOPE

- Section 8 of the *Public Sector Act 2009* sets out clear requirements to establish and maintain formal performance development and management processes across the South Australian public sector.
- Section 8 of the Public Sector Act applies to the department in its capacity as an agency of the South Australian public sector.
- The *Performance and Development Policy* applies to all employees and encompasses employment including:
 - officers of the teaching service
 - Public Sector Act employees
 - All other employees (including those employed under Section 101b of the *Education Act 1972*, the *Children's Services Act 1985*, and weekly paid employees).

POLICY DETAIL

Benefits

- The *Performance and Development Policy* promotes and supports a culture that involves individuals and teams in transforming the capacity of DECD to provide quality services in education and care for children, young people and their families.
- The *Performance and Development Policy* connects the work of all employees to organizational planning, strategic objectives and relevant performance standards through individualized planning, learning and accountability programs. Its continuous cycle of performance planning, professional learning, feedback, recognition and accountability measures supports the currency and continuous improvement of our highly skilled and engaged workforce.

- Probation, induction, career pathways, recognition and leadership development are all features of an employee's career life cycle that are supported by ongoing performance planning, learning and accountability activities.

Risks

- The *Performance and Development Policy* supports risk minimisation in regard to:
 - Section 12 of the *Education Act 1972* which requires the Chief Executive maintain a proper standard of efficiency and competency in the teaching service.
 - Section 8 of the *Public Sector Act 2009* which requires that the Chief Executive establish and administer effective performance management and development systems across the department.
 - The Code of Ethics for the South Australian Public Sector and Child Safety legislation and responsibilities.

Objectives

- The objectives of the *Performance and Development Policy* are to:
 - engage employees through ongoing professional learning, shared practice, and professional relationships
 - promote workplace behaviour consistent with the Code of Ethics for the South Australian Public Sector
 - inspire performance improvement and build professional capacity
 - establish and maintain systematic recognition, feedback, and accountability mechanisms
 - promote timely and reasonable intervention by leaders to manage instances of unsatisfactory performance
 - comply with Australian Government and State Government legislative requirements and industrial instruments.

Principles

- The *Performance and Development Policy* is underpinned by:
 - Fairness, equity, and trust
 - Mutual respect, understanding, and responsibility
 - Openness to learning and change
 - Performance processes that are integrated into day-to-day workplace practices
 - Accountability through professional conversations and authentic feedback
 - Recognition and reward
 - Work-life balance
 - Supportive and safe working environments
 - Access to effective and relevant professional development
 - Commitment to improve outcomes for children and students

Guidelines

- The *Performance and Development Policy* incorporates a *Performance and Development Guideline* and *Managing Unsatisfactory Performance Guideline*.
- These guidelines provide simple, adaptable information and tools that support employees to sustain a performance and development culture in their workplace.

ROLES AND RESPONSIBILITIES

- Section 12 of the *Education Act 1972* requires that the Chief Executive maintain a proper standard of efficiency and competency in the teaching service. Section 8 of the *Public Sector Act 2009* requires that the Chief Executive establish and administer effective performance management and development systems across the department.
- The *Performance and Development Policy* provides a framework for the achievement of these legislative requirements and delegates responsibility for implementing Performance and Development systems to all leaders.
- Support is available through Human Resources and Workforce Development.

Role	Authority/Responsibility for
Chief Executive	<ul style="list-style-type: none">• establishing and administering effective performance management (Section 12, <i>Education Act 1972</i>)• establishing and administering effective development systems across the department (Section 8, <i>Public Sector Act 2009</i>)
Executive Director Human Resources and Workforce Development	<ul style="list-style-type: none">• establishing the delegation of responsibility and providing support to leaders for implementation of effective performance and development systems
Policy Sponsor Director Workforce Development	<ul style="list-style-type: none">• selecting an appropriate policy officer• providing oversight, advice, and line management to the policy officer during development• establishing processes for monitoring, review, and evaluation of the policy and guidelines
Policy Officer Principal Consultant Performance and Development	<ul style="list-style-type: none">• writing draft documents using appropriate templates as directed by the policy sponsor• ensuring appropriate consultation with relevant stakeholders and monitoring ongoing feedback• ensuring communication of new and updated policy to all stakeholders• coordinating the development of an implementation and communication plan and promoting resources to support implementation• conducting evaluation and review processes• managing data and records pertaining to the policy and guidelines

MONITORING, EVALUATION AND REVIEW

- When: July 2016
- How: Ongoing consultation occurs with the field through professional learning programs, the DECD website, and regular consultation with external stakeholders
- Whom: Director, Workforce Development

DEFINITIONS AND ABBREVIATIONS

Term	Meaning
Guideline	<ul style="list-style-type: none">• A guideline is a recommended course of action based on evidence-based best practice.• Guidelines provide specific detail on matters that are the subject of legislation, regulation, policy or decision by agency executive and are discretionary.• A guideline should demonstrate:<ul style="list-style-type: none">o evidence-based best practice to promote accountabilityo reference to related legislation, policy, decision by agency executive or operational need <p>• Reporting: The Workforce Development Annual Report includes relevant data, records of progress, and initiatives in performance and development policy and practice. Implementation is led by the Manager, Performance Standards and Certification within Human Resources and Workforce Development.</p>
Framework	<ul style="list-style-type: none">• Structure or frame of interlinked documents that supports a particular approach to a specific objective.
Stakeholder	<ul style="list-style-type: none">• All those who can affect or be affected by the agency's actions, objectives and policies.
Policy Officer	<ul style="list-style-type: none">• Person responsible for development of the policy document

SUPPORTING DOCUMENTS

- DECD Performance and Development Guideline
- DECD Managing Unsatisfactory Performance Guideline

REFERENCES

- *Children's Services Act 1985*
- *Code of Ethics for the South Australian Public Sector*
- *Commissioner for Public Sector Employment Guideline: Management of Unsatisfactory Performance (including Misconduct)*
- *Disability Discrimination Act 1992*
- *Education Act 1972*
- *Education Regulations 2012*
- *Fair Work Act 1994*
- *Public Sector (Honesty and Accountability) Act 1995*
- *Public Sector Act 2009*
- *Teachers Registration and Standards Act 2004*
- *Work Health and Safety Act 2012*
- Relevant industrial instruments

The policy is guided by the
DECD – Performance and Development Policy 2014