



PRINCIPAL'S PERFORMANCE MANAGEMENT POLICY

Rationale

A fair and transparent performance management process recognises the professionalism of the principal and the accountabilities of the board. It also ensures alignment between the management priorities of the principal and the ongoing strategic objectives of the school.

Guidelines

An annual performance agreement will be established between the board and principal and be in place at the beginning of each school year.

The principal's performance against this agreement will be reviewed once in the middle of the year, and again at the end of the year, after which a final report will be prepared and presented to the board.

The prime foci of the agreement will be that every student at the school is able to attain their highest possible standard in educational achievement and that the school is progressing towards the objectives in its Charter.

The performance agreement and results of the review are confidential to the principal, the board and their agents unless both parties agree to wider distribution.

A budget for professional expenses and for professional development will be established annually in accordance with the principal's professional development plan contained in their performance agreement and be included in the budget. Spending within budget is with the approval of the board.

Professional development expenses may include but are not confined to continuing education, books and periodicals, mentoring and attendance at professional conferences.

Any overseas trips for professional development must be approved by the board of trustees at least one term in advance of the event.

Delegations

- The principal's performance will be formally reviewed on an annual basis by duly delegated members of the board and, optionally at the board's choice, an independent consultant who specialises in education.
- Those delegated or contracted to perform the review process shall have written formalised instructions that are in line with this policy and which specify the responsibilities of the role.

Appraisal Content

- The principal will be reviewed on the criteria set out in the performance agreement:
 - performance objectives,
 - professional standards,
 - learning and development objectives, and
 - fulfilment of additional duties that require concurrence payment.

Process, Roles and Responsibilities

- The review process will occur each year, providing a written record of how the principal has performed as per the terms of the performance agreement and identifying professional development needs.
- Those delegated or contracted to perform the review process will meet with the principal towards the beginning of the school year to agree the details of the performance objectives.
- If the principal and the board disagree on the performance objectives, the board, after considering the principal's input, will amend the disputed objectives or confirm the unchanged objectives. The board's decision will be final.
- There will be one interim review, in the middle of the year between the principal and chair or delegate(s) to discuss progress.
- The principal should provide evidence to inform their appraisal to the panelists in good time for their review ahead of the mid year and end of year appraisal meetings. Effort should be taken to ensure that the evidence:
 - reflects the voices of the range of stakeholders affected,
 - is sourced from the period of employment being appraised,
 - is clear about the role of the principal in each objective, and
- The board chair, delegate(s) and consultant can also gather information from staff, parents or any other relevant members of the larger school community who can provide feedback on how the principal has performed. Evidence may include for example surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence. Other possible sources of evidence are listed at the end of this policy.
- The principal and delegate(s) will meet for a formal interview towards the end of the school year to discuss whether the performance agreement has been satisfied, with the principal given the opportunity to discuss and comment on each criterion before a rating is given. The results will then be drafted into a report by the delegate(s) and sent to the principal. The principal can accept the report or dispute the report. If the report is disputed, the delegate(s) will consider the principal's views before deciding to either amend the report in accordance with the principal's views or let the report stand with the principal's comments attached.
- The chair/delegate(s)/consultant will present the final report/summary back to the board with the result of the review for review and approval. The principal may/may not be present at the presentation and/but will have the opportunity to address the board. The principal will then exit, and further discussion may continue among the board.
- The principal will be informed personally and in writing of the final outcome following the report discussion.

Sources of evidence may include but is not limited to:

- *Self-evaluation*
- *Peer evaluation*
- *Student achievements/exam results*
- *Board members' comments*
- *Staff input - a sample of staff selected for short interviews/surveys*

- *Student input - a sample of students for short interviews/surveys*
- *Comments (verbal, letters, email) received from community members*
- *Principal's monthly board reports/annual report*
- *School newsletters*
- *School policies/handbooks*
- *ERO reports*
- *Analysis of variance report*
- *Staff climate survey (how staff feel about the work environment)*
- *Staff usage and expenditure (SUE) report*
- *NZQA audits*
- *Advice and guidance programme for provisionally registered teachers*
- *Statistics on the number of staff leaving the school (turnover)*
- *Exit interviews (finding out why staff are leaving the position)*
- *Student records of truancy/suspension*
- *Staff records of employment disputes/issues*
- *Results of professional development activities*
- *Educational plans for students with high needs*
- *Enrolment information*
- *Collection of school media exposure*
- *Board minutes*
- *Staff professional development summary*
- *The condition of school property/finances*
- *Professional organisation membership*

Note: The methods of collection should be as neutral as possible. If surveying a sample of staff, that sample should be random, across a variety of roles.

Monitoring

The board will review the process at the end of each year and use that to inform decisions for the following year.

The Board will review the full policy every 3 years.

Reviewed: July 2020

Next review: November 2023
