

Rangiora High School Board



Performance Management Policy

Rationale

Having a high quality professional learning community is a priority for Rangiora High School. Rangiora High School is committed to having a highly effective performance management system in place for its staff. The School Board acknowledges its responsibilities as a responsible and good employer to have in place Professional Growth Cycle (PGC) (teacher) and appraisal (support staff) procedures, attestation and opportunities for career development.

The performance management system at Rangiora High School acknowledges the requirements of collective agreements, Rangiora High School policies and statutory requirements.

Purpose

Performance Management procedure and practice should be a supportive way of enhancing practice and hence student engagement, progress and achievement. The performance management system at Rangiora High School:

1. Is to be open and transparent,
2. Have a professional learning and development focus that is linked to school-wide strategic and annual goals,
3. Is developed to support the professional growth and career development of individual staff members; and
4. Has been developed in a consultative manner with staff.

Guidelines

Each teacher/support staff member is required to complete a PGC/appraisal annually.

1. It is the responsibility of the Deputy Principal with responsibility for Performance Management to arrange the annual documentation and allocations by the end of Week 4, Term 1.
 - a. The allocated facilitator is responsible for completing the documentation.
 - b. The process of performance management shall be carried out using the RHS appraisal format.
2. Triennial Faculty reviews will be part of the Performance Management calendar.
3. Performance Management documentation documents are confidential to the Facilitator, staff member, the Principal, and the Deputy Principal with responsibility for performance management and the School Board Presiding Member.
4. Provisionally Registered teachers will have four lesson observations per year preferably with one from the Principal. These will be part of their registration process. The oversight of these is the responsibility of the Deputy Principal with responsibility for Provisionally Registered Teachers.
5. PGC's/Appraisals are to be dynamic and incorporate areas of concern, constructive feed-back, and feed forward suggestions for professional improvement and/or recognition of sound practice.
6. Teachers' PGC's will be linked to the Practising Teacher Criteria, Tātaiako Cultural

Competencies for Teachers of Māori Learners, Professional Standards for Secondary School Teachers, Leading from the middle: educational leadership for middle and senior leaders, and school-wide strategic goals.

7. All documentation will be signed by the Facilitator, staff member and the Principal.
8. If a staff member is unhappy with their PGC/appraisal, they have the right to ask for a second Performance Management Review meeting with the Principal, and to take with them a staff member who can support their case. If the staff member is still unhappy, she/he has the right to ask for a Performance Management Review meeting with the Board.
9. Any disputes arising from this process will be resolved, in the first instance, by the Principal or if the Principal is a party to the dispute by the School Board Presiding Member (or nominee) and a support person/people may be invited to attend where appropriate.
10. If a question of competency arises the process will proceed in accordance with the competency provisions of the relevant Collective Agreement and will be managed by the Principal.
11. The Deputy Principal with responsibility for performance management is responsible for ensuring that all staff PGC's/appraisals have been completed by end of the calendar year.
12. Where a PGC/appraisal has been carried out and all aspects of the PGC/appraisal are consistent with the relevant Collective Agreement, this document may be used as substantive evidence for attestation for salary, increment or other purposes.
13. The Principal will report to the School Board annually on the performance management system.

Principal's Performance Management Policy

It is the policy of the Rangiora High School Board to establish a performance agreement with the Principal each year* and review the Principal's performance on an annual basis with the objective of ensuring that every student at the school is able to attain his or her highest possible standard in educational achievement.

1. The review process will occur annually, providing a written record of how the Principal has performed as per the terms of the performance agreement and identifying professional development needs.
2. The Principal's performance will be formally reviewed on an annual basis by duly delegated member(s) of the Board and optionally, at the Board's choice, an independent consultant who specialises in education.
3. Those delegated or contracted to perform the review process shall have written formalised instructions specifying the responsibilities of the role.
4. There will be an interim review, preceding the annual formal review, between the Principal and Board Presiding Member or delegate(s) to discuss progress.
5. The Principal will be reviewed on the criteria set forth in the performance agreement: performance objectives, professional standards, and learning and development objectives.
6. 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.
7. The Board Presiding Member, delegate(s) and consultant may 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 surveys, self-review, teaching observation (if relevant), interviews, focus groups or documentary evidence.
8. The Principal and delegate(s) will meet for a formal interview 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.

9. The Presiding Member/delegate(s)/consultant will present the final report/summary back to the Board. The Principal may/may not be present at the presentation but will have the opportunity to address the Board. The Principal will then exit and further discussion may continue among the Board.
10. The Principal will be informed personally and in writing of the final outcome following the report discussion.
11. 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.

* Legal requirement

Related Policies

- Personnel Policy
- Professional Learning and Development Policy
- Equal Employment Opportunity Policy

Relevant Documentation and Legislation

- [Professional Growth Cycle - Teaching Council](#)
- [Education and Training Act 2020](#)
- [Performance Management - Ministry of Education](#)
- [Performance Management - NZSTA](#)
- [Privacy Act 2020](#)
- [Official Information Act 1982](#)
- Rangiora High School Staff Handbook
- [Public Services Act 2020](#)

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