Every student succeeding
State Schools Strategy 2014–2018

Queensland State Schools Annual Performance Review process for principals and deputy principals

Overview
To achieve the broad educational and social commitments outlined within the *Every student succeeding: State Schools Strategy 2014–2018*, the department has implemented a revised performance development process for principals and deputy principals in Queensland state schools.

This will build on the success of the *Developing Performance Framework* process through the Principals’ Leadership and Capability Framework. Principals and deputy principals will:

- grow the capability of the teaching and leadership workforce
- strengthen the performance-focused culture in schools
- strengthen the focus of professional learning on personal, school and system priorities.

Implementation of the Annual Performance Review (APR) process for principals and deputy principals commenced in July 2015 after a statewide trial. It is supported through a comprehensive communication and professional learning strategy. All eligible principals and deputy principals (those permanently appointed or relieving above level for six months or longer) will be required to undertake a full cycle of the process in 2016. This process will apply to principals and deputy principals employed under the *Department of Education, Training and Employment State School Teachers’ Certified Agreement 2012* (to be read in conjunction with *Teachers’ Award – State 2012*).

**The process**

The process comprises three distinct phases, as identified in diagram 1:

1. Reflection and goal setting.
2. Professional practice and learning.
3. Feedback and review.

The three phases will be implemented over a 12-month cycle. Principals/deputy principals will have flexibility to determine the timing of the commencement of the cycle (in consultation with their supervisor).

The process will be framed against the *Australian Professional Standard for Principals and the Leadership Profiles* and, in particular, the five professional practices of the *Leadership Profiles*. Reflection on performance throughout the process will be against the *Australian Professional Standard for Principals (APSP)*. The principal or supervisor may also acknowledge leadership excellence by providing feedback where it is believed a principal’s or deputy principal’s performance appears to be at, or approaching higher levels, as evidenced in the *Leadership Profiles*.

All principals and deputy principals will have a set of documented and regularly reviewed goals relating to their performance development. There will also be ways of ascertaining progress towards these goals, as agreed with the supervisor. All principals and deputy principals will be supported in working towards their goals. They will also have access to high-quality professional learning and support and coaching.

![Diagram 1: Queensland State Schools Annual Performance Review process for principals and deputy principals](image-url)
There can be up to, but not exceeding, four formal feedback reviews on the plan per 12-month cycle.

It should be noted that the process will be separate and distinct from the process for Managing Unsatisfactory Performance.

**Annual Performance Development Plan**

At the commencement of the process, all principals and deputy principals will devise an Annual Performance Development Plan (APDP), which will be a record of up to three agreed goals, actions to achieve these goals and indicators of success. The plan will form the basis for ongoing formal and informal performance development discussions between the principal/deputy principal and their supervisor throughout the cycle. Templates and supporting documents will be provided to principals/deputy principals and their supervisors for use in the development of the plan.

It will be mandatory for all principals and deputy principals employed in a permanent capacity or relieving above level for a period of six months or longer to have a plan. Supervisors will have discretion in regard to principals and deputy principals employed under other arrangements, however all principals and deputy principals will be able to access professional learning and support for the duration of their engagement.

**Phase 1: Reflection and goal setting**

Principals/deputy principals and their supervisors will collaborate to create performance development goals, based on the APSP, aligned to the five professional practices of the Leadership Profiles (as identified in diagram 2), and reflective of personal, school or system priorities. In the initial discussion with their supervisor, all elements of the APSP and five professional practices should be considered. However, principals/deputy principals and their supervisors should limit their plan to up to three performance development goals. The SMART approach to developing goals is a useful model for goal and success indicator formulation. This approach provides a process for setting goals that are Specific, Measurable, Achievable, Relevant and Time-phased.

Self-reflection should be a foundation for the setting of goals. The Australian Institute for Teaching and School Leadership (AITSL) 360° Reflection Tool is one resource that supports principals and deputy principals in self-reflection. Other self-reflection tools can also be used, including the APSP self-reflection tool for the professional practices. Self-reflection should include consideration of the principal’s/deputy principal’s current performance against each of the professional practices that frame the APSP.

**Diagram 2: Leadership development model**

[Diagram showing leadership development model]

[Adapted from Australian Institute for Teaching and School Leadership (2014)]
The supervisor will also reflect upon the principal’s/deputy principal’s current performance against the professional practices that frame the APSP, and provide feedback during initial discussions.

The plan will include:

- up to three negotiated performance development goals based on the professional practices of the Australian Professional Standard for Principals and the Leadership Profiles
- actions required to achieve the agreed performance development goals
- indicators of success.

A principal’s/deputy principal’s goals should be regularly reviewed and adjusted should contextual circumstance change (e.g. change of school or change of school priorities).

The complex work of leadership generates a rich and varied range of evidence that can inform meaningful evaluations of practice. While principals and deputy principals will not be required to develop portfolios of evidence, they should work with their supervisor to identify the agreed appropriate evidence required and the means for obtaining this.

Evidence of leadership performance may be seen in the behaviours or actions of the staff, students and school community. Illustrative examples of best practice may include, but are not limited to:

- evidence of the impact of school leadership on student outcomes
- evidence of the impact of school leadership on colleagues and the school as a whole
- stakeholder feedback
- community partnerships supporting the school
- principal/deputy principal self-assessment
- evidence of participation in professional learning, including collaboration with other school leaders
- systematic data analysis
- celebrating school success.

**Phase 2: Professional practice and learning**

During this phase, the principal/deputy principal will work independently, and be supported by their supervisor, to undertake professional learning (formal or informal) to achieve identified goals. Engaging in planned professional learning is a major strategy for improving leadership practice. The plan will outline agreed professional learning opportunities to support the achievement of identified goals and grow professional capability.

Principals and deputy principals will also identify and reflect on evidence that provides insight into the effectiveness of their practice. This should occur in a context of frequent formal and informal feedback.

**Phase 3: Feedback and review**

Timely, frequent and improvement-focused feedback supports efforts to improve practice, guides choices about professional learning and informs reflection on, and revision of, performance development goals.

There will be ongoing formal and informal feedback and coaching throughout the 12-month cycle. This will culminate in a formal performance development review and reflection against planned performance development goals. This is conducted by the supervisor with the principal/deputy principal using multiple sources of evidence identified during Phase 1.

The APDP includes the provision of verbal and written feedback which provides a basis for reflection to inform the next cycle.

This feedback will indicate whether the principal/deputy principal has met the expectations established during the process. The supervisor may also provide feedback to the principal/deputy principal where performance has exceeded or not met expectations. The outcomes of the process will be used as the basis for discussions to commence the next cycle of the process.