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|  | **Performance and Development 2015** |
|  | Principal Class Employee Performance and Development Plan |

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| Name |  | School name | Dandenong High School |
| TO number |  | School number | 8858 |
| P&D cycle dates |  | Date plan developed |  |
| Overarching school goal(s) | * Continue to develop and inculcate the school’s educational vision * Further develop the effective implementation of practices within the collaborative teaching & learning model to ensure high level consistency and to empower students as independent learners * Teachers and students to more effectively use a broad range of data to better inform teaching and learning * Further develop the ability of staff to build greater accuracy, and consistency of assessment and reporting * Further develop the personalisation of learning and to articulate this to pathways development * Continue to improve partnerships and links between the school and the community | | |

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| **Domain of Principal Practice: Leadership of Quality Teaching and Life-Long Learning** | | |
| Leadership of Quality Teaching and Life-Long Learning Principal class employees are the leaders of high quality teaching and learning in the school community. They set high expectations for everyone in the community and develop students, teachers and themselves through building a culture of life-long learning, challenge and support. The Leadership Practices included in this Domain are: • Leading teaching and learning • Developing self and others | | |
| **SMART goal** | **Strategies** | **Predicted evidence** |
|  |  |  |
| **Connection to Standard** *How will this goal demonstrate achievement of the Australian Professional Standard for Principals?* |  | |
| **School support, resources and/or development** *What will you need to learn/ what support will you require to achieve this goal?* |  | |
| **Reviewer Comment- Start Cycle** |  | |

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| **Professional practice and learning stage (mid-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Principal Practice: Leadership of Quality Teaching and Life-Long Learning** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |

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| **Feedback and review stage (end-cycle)** | |
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| **Employee comments** | |
| **Progress towards Domain of Principal Practice: Leadership of Quality Teaching and Life-Long Learning** | |
| **Reviewer comments** | |
| **Feedback**, including: achievement and strengths; and areas for future development. | |
| **Domain of Teaching outcome** | ***Meets / Partially meets / Does not meet*** |

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| **Domain of Principal Practice: Strategic Resource Management** | | |
| This Domain involves principal class employees’ effectively optimising resources and leading innovation and change to deliver high quality educational outcomes for all students. Principal class employees should lead evidence and data-based improvements to maximise the efficiency and effectiveness of school resources (including human, financial and physical) to achieve the school’s priorities  The Leadership Practices included in this Domain are: • Leading the management of the school • Leading improvement, innovation and change. | | |
| **SMART goal** | **Strategies** | **Predicted evidence** |
|  |  |  |
| **Connection to Standard** *How will this goal demonstrate achievement of the Australian Professional Standard for Principals?* |  | |
| **School support, resources and/or development** *What will you need to learn/ what support will you require to achieve this goal?* |  | |
| **Reviewer Comment- Start Cycle** |  | |

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| **Professional practice and learning stage (mid-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Principal Practice:** **Strategic Resource Management** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |

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| **Feedback and review stage (end-cycle)** | |
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| **Employee comments** | |
| **Progress towards Domain of Principal Practice: Strategic Resource Management** | |
| **Reviewer comments** | |
| **Feedback**, including: achievement and strengths; and areas for future development. | |
| **Domain of Teaching outcome** | ***Meets / Partially meets / Does not meet*** |

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| **Domain of Principal Practice: Strengthening Community and System Engagement** | | |
| Principal class employees develop and maintain positive and purposeful relationships with students, parents/carers and the broader school community. This includes using multiple sources of feedback from the community to drive improvement, ensuring a culturally rich and diverse school environment and contributing to the school system through engaging and collaborating with other schools and external organisations.  The Leadership Practices included in this Domain are: • Engaging and working with the community. | | |
| **SMART goal** | **Strategies** | **Predicted evidence** |
|  |  |  |
| **Connection to Standard** *How will this goal demonstrate achievement of the Australian Professional Standard for Principals?* |  | |
| **School support, resources and/or development** *What will you need to learn/ what support will you require to achieve this goal?* |  | |
| **Reviewer Comment- Start Cycle** |  | |

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| **Professional practice and learning stage (mid-cycle)** |
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| **Employee comments** |
| **Progress towards Domain of Principal Practice:** **Strengthening Community and System Engagement** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |

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| **Feedback and review stage (end-cycle)** | |
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| **Employee comments** | |
| **Progress towards Domain of Principal Practice: Strengthening Community and System Engagement** | |
| **Reviewer comments** | |
| **Feedback**, including: achievement and strengths; and areas for future development. | |
| **Domain of Teaching outcome** | ***Meets / Partially meets / Does not meet*** |

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| **School and student outcomes-focused goal** | | |
| Improving outcomes for students and the school is the core purpose of principal class employees’ work. This goal can be defined by a wide and varied range of indicators, including improvements in student achievement, engagement, wellbeing (either for individuals or for groups of students), and productivity. Student achievement may refer to either the absolute levels of learning attainment and growth in learning that schools strive to ensure for each individual student. Student engagement refers to the extent to which every student feels connected to and engaged in their learning, with their peers and with their broader school community. Student health, safety and wellbeing are essential to learning and development. An inclusive, safe, orderly and stimulating environment for learning is critical to achieving and sustaining all students’ positive learning experiences | | |
| **SMART goal** | **Strategies** | **Predicted evidence** |
|  |  |  |
| **Connection to Standard** *How will this goal demonstrate achievement of the Australian Professional Standard for Principals?* |  | |
| **School support, resources and/or development** *What will you need to learn/ what support will you require to achieve this goal?* |  | |
| **Reviewer Comment- Start Cycle** |  | |

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| **Professional practice and learning stage (mid-cycle)** |
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| **Employee comments** |
| **Progress towards School and student outcomes-focused goal** |
| **Reviewer comments** |
| **Feedback**, including: achievement and strengths; and areas for future development. |

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| **Feedback and review stage (end-cycle)** | |
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| **Employee comments** | |
| **Progress towards School and student outcomes-focused goal** | |
| **Reviewer comments** | |
| **Feedback**, including: achievement and strengths; and areas for future development. | |
| **Domain of Teaching outcome** | ***Meets / Partially meets / Does not meet*** |

**Performance and development outcome**

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| **Reflection and goal-setting stage (start-cycle)** | | | |
| *The performance and development plan has been agreed between the employee and reviewer* | | | |
| Employee signature |  | Date |  |
| Reviewer signature |  | Date |  |
| Regional Director signature\* |  | Date\* |  |

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| **Professional practice and learning (mid-cycle)** |
| Mid cycle employee comments |
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| Mid cycle reviewer comments |
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| **Feedback and review stage (end-cycle)** | | | |
| Overall employee comments | | | |
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| Overall reviewer comments | | | |
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| Overall P&D outcome | ***Meets / Does not meet*** | | |
| Employee signature |  | Date |  |
| Reviewer signature |  | Date |  |
| Principal signature\* |  | Date\* |  |

\*Required if reviewer is not Principal