



## Performance and development for non teaching staff in schools

Approved by: Director, Talent Management

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### **Brief Description:**

This document describes the performance and development procedures that apply to non teaching staff in schools, including Public Service staff and School Administrative and Support (SAS) staff.

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## 1. Procedure introduction

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This document describes the performance and development procedures that apply to non teaching staff in schools, including Public Service staff and School Administrative and Support (SAS) staff. Section 67 of the *Government Sector Employment Act 2013* (GSE Act) requires the heads of public sector agencies to develop and implement a performance management system for their staff. The GSE Act is applicable to the NSW government sector. SAS staff employed under the *Education (School Administrative and Support Staff) Act 1987* and Public Service staff employed under the GSE Act are part of the government sector.

The NSW Public Sector Performance Development Framework contains the essential elements and mandatory guidelines for agency performance development systems and sets the approach for managing all aspects of employee performance in the NSW public sector.

The performance and development process for non teaching staff in schools supports our commitment to develop a skilled, engaged and professional workforce, to ensure better outcomes for our students.

This procedure has been developed following consultation and feedback from the following groups:

- Non teaching staff in schools
- SRG – School Administrative Support Staff Reference Group
- SASSPA – School Administrative Support Staff Professional Association
- NSW PPA – NSW Primary Principals Association
- NSW SPC – NSW Secondary Principals Council
- Leadership and High Performance directorate
- PSEG – Public Schools Executive Group
- EPAC – Employee Performance and Conduct
- PSA – Public Service Association NSW
- AWU – Australian Workers’ Union

## 2. Audience and applicability

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The performance and development process applies to all non teaching staff in schools, employed on a permanent basis or in a temporary role for longer than one school term (10 weeks or longer).

This includes (but is not limited to) staff (full time and part time) in the following groups:

- Aboriginal Community Liaison Officers
- Aboriginal Education Officers
- Business Managers
- Community Liaison Officers
- Farm Assistants
- General Assistants
- Operational and Educational paraprofessional staff
- School Administrative Managers
- School Administrative Officers
- School Learning and Support Officers (all categories)
- Student Support Officers
- Technical Support Officers
- School Psychologists
- Other non teaching staff in schools

The school principal will determine whether a Performance and Development Plan (PDP) is completed for any staff employed for less than one school term.

### 3. Benefits of performance and development

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The implementation of a performance and development process gives all staff the opportunity to have regular conversations with their PDP supervisor about what is expected of them, receive feedback about the work they have done, be recognised for their contribution and achievements, participate in developmentally focused activities and receive feedback on how work performance can be improved.

This process will:

- ensure non teaching staff members have clear goals and an understanding of what is expected of them.
- align individual and team work goals with the school plan and priorities, and departmental objectives.
- support a consistent process of overseeing and managing the work performance of all staff.
- provide an opportunity to provide feedback that identifies and recognises staff capabilities and contributions to the school.
- encourage, support and develop skills, knowledge and abilities of all non teaching staff.
- provide options for identifying career development goals (optional) and the strategies to implement these goals.
- encourage regular, meaningful conversations between supervisors and staff to support staff to be the best they can be.

### 4. Responsibilities and delegations

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Performance and development is a shared responsibility between a staff member and their PDP supervisor.

#### 4.1 School principals

The school principal has overall responsibility for the performance and development of all staff in their school.

A principal's role is to:

- ensure staff are familiar with the performance and development process.
- ensure staff have performance and development plans in place.
- support staff to actively engage in the performance and development process.
- report on the completion of PDP and reviews as required.

Principals may delegate the responsibility for the implementation of the performance and development process to appropriate staff in the school. The principal must ensure that all PDP supervisors have the relevant skills and knowledge to undertake this role and provide support for them in the process.

#### 4.2 PDP supervisor

The PDP supervisor is responsible for working collaboratively with non teaching staff members during the performance and development cycle. A PDP supervisor will generally be the day to

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day supervisor of the staff member. However, a PDP supervisor may be a different person to the one who supervises the day to day work of a staff member. In such situations, the PDP supervisor will work in collaboration with the day to day supervisor to consider the work undertaken by a staff member and team priorities, and to support the development of a PDP.

The PDP supervisor's role is to:

- work with the staff member to implement the performance and development process.
- ensure work goals and development are appropriate and aligned with the school plan and priorities.
- engage in regular conversations about their performance and development.
- provide regular feedback to the staff member about their work performance.
- support staff members in the identification of and participation in appropriate and work related development opportunities.
- facilitate the performance and development process in a timely, supportive and constructive manner.
- report on the completion of PDP and reviews as required by the principal.

Please note that for the purposes of the performance and development process, the PDP supervisor for School Psychologists is the Senior Psychologist, Education.

### 4.3 Non teaching staff

A non teaching staff member's role is to:

- actively participate in the performance and development process.
- set and work towards achieving their work goals and career goals.
- participate in available development activities, including opportunities for on the job training and to learn from peers.
- discuss with the PDP supervisor and/or day to day supervisor any concerns that arise during the performance and development cycle. For example, barriers or challenges, additional professional development requirements or changes to work activities that may impact the achievement of their goals.
- reflect on their work performance and act on feedback received. .

## 5. Performance and Development Process

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### 5.1 The performance and development process

There are three phases in the performance and development process:

- **Plan** for the year ahead - setting and clarifying expectations, identifying work and career goals, and preparing the PDP.
- **Implement** the actions and development to achieve goals identified in the PDP.
- **Review** work performance and development against the goals identified in the PDP.



## PLAN

### CREATE PDP

- Commence end of term 4 or term 1
- Complete by mid term 1
- Record information in the PDP template:
  - Part A—Work Goals
  - Part B—Career Goals (optional)

## IMPLEMENT

### MID YEAR SELF ASSESSMENT

- Commence end of term 2
- Complete by beginning of term 3
- Record information in the PDP template:
  - Part C—Mid Year Self Assessment

## REVIEW

### ANNUAL REVIEW

- Complete by end of term 4
- Commence development of new PDP (if appropriate)
- Record information in the PDP template:
  - Part D—Annual Review (Staff Member)
  - Part E—Annual Review (Supervisor)

**The Performance and Development Plan template (non teaching staff in schools) is used to record details of a staff member’s performance and development plan and document reviews.**

## 5.2 Phase 1 - Plan

The planning phase clarifies each staff member’s understanding of the contribution their day to day work, behaviour and values make to the achievement of the school and team priorities. The staff member and the PDP supervisor collaborate to develop the staff member’s PDP by discussing, identifying and recording:

- WHAT work and career goals to include.
- HOW these goals will be achieved – the strategies, support and learning and development to develop staff capabilities.

Both staff and PDP supervisors should prepare for planning meetings to ensure that maximum benefit is gained from the planning process. Where appropriate an initial planning meeting may occur within a team setting where staff are undertaking similar work and involved in the achievement of the same school priorities. Discussion should also include how the staff member can be supported in their current role and in their optional, career development goals. Options for how new skills and knowledge may be developed, through on-the-job training, job shadowing, mentoring and formal courses may be discussed. Although the meeting is conducted in a collaborative manner, it is facilitated by the PDP supervisor.

The staff member should then record the agreed goals, defined actions and outcomes, and timeframes on the Work Goals and Career Goals sections of the PDP template. The template must be agreed and signed by both parties. This ensures both parties have an accurate record of the goals and development options agreed during the discussion. The template includes the option for

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the principal to sign the PDP after it is completed e.g. the principal may elect to sign the PDP in situations where the PDP supervisor is different to the day to day supervisor.

The original signed copy should be retained by the staff member and a copy retained by the PDP supervisor. Where the PDP supervisor is different from the staff member's day to day supervisor, a copy of the PDP should be provided to the staff member's day to day supervisor. Also, the PDP supervisor and day to day supervisor should discuss how they will work collaboratively to support the staff member to implement the PDP. A copy of the completed PDP is also stored centrally in a secure location at the school and can be reviewed by the principal if required.

### **5.3 Phase 2 – Implement**

During this phase action is taken to implement strategies identified in the PDP to progress towards, and achieve work and career goals, and to engage in learning and development opportunities to develop staff.

PDP supervisors may use the PDP to oversee work performance, provide regular and ongoing feedback to staff about how they are performing and for staff to reflect on their performance and development. Regular communication and feedback on work performance enables staff and PDP supervisors to identify and recognise good performance. By regularly keeping track of work performance, staff and PDP supervisors can identify any barriers or potential issues that impact the achievement of goals, and address these quickly. During the implement phase the PDP can be updated or amended as discussed and agreed to with the PDP supervisor.

Regular and ongoing feedback also involves discussing concerns about work performance when it arises. If work performance issues have been identified, these should be addressed at the time they occur. This may include the PDP supervisor clarifying expectations, discussing any factors affecting a staff member's work and working with the staff member to improve their work performance. Consideration should be given to how development opportunities may assist in improving work performance.

The management of unsatisfactory performance and placement of staff on a performance improvement program is a separate process managed by the Employee Performance and Conduct Directorate. Refer to managing unsatisfactory performance section for more information.

### **5.4 Phase 3 - Review**

Reviews should take place through regular conversations between staff members and their supervisor throughout the performance and development cycle. The performance and development cycle has two formal reviews:

- mid year self assessment
- annual review.

Reviews should focus on reviewing the work tasks completed and goals achieved, providing positive and constructive feedback, identifying any factors that have assisted or impacted progress, options for maximising or addressing these, and the effect of support and development opportunities provided. The staff member and PDP supervisor can identify strengths and strategies to support continued achievement and development. The review may also consider other work the staff member has completed that was not identified in the PDP initially.

The mid year self assessment is undertaken during the implementing phase. The staff member undertakes a self-assessment reflecting on the progress made in achieving the identified goals in the PDP. They also identify any factors that have assisted or impacted progress, and options for maximising or addressing these. The staff member should record review notes in the Mid Year Self

Assessment section of the PDP. The PDP supervisor should discuss progress made and any adjustments to the PDP with the staff member.

The annual review occurs at the end of the school year. The meeting is facilitated by the PDP supervisor and should be a collaborative discussion with the staff member. Positive performance should be recognised and acknowledged. Where the PDP supervisor does not manage the day to day work of a staff member, the PDP supervisor should seek feedback from the staff member's day to day supervisor about their work performance.

PDP supervisors must ensure they review performance:

- by considering WHAT the staff member has achieved and HOW they achieved it, including the contribution they have made to the schools and student outcomes, if applicable.
- against the agreed work goals, outcomes and measures and development objectives of the PDP and other achievements.
- across the life of the performance and development cycle and not just on the basis of a single and/or recent event.
- by considering the broader context as relevant.

The staff member records review notes in the Annual Review (Staff Member) section of the PDP., The PDP supervisor will discuss a staff member's overall performance over the year and document comments in the Annual Review (Supervisor) section of the PDP. The staff member has the option to record a response to the comments documented by the PDP supervisor.

Once the annual review has been finalised the PDP is signed by both parties and the original is retained by the staff member and a copy by the PDP supervisor. A copy should also be provided to the staff member's day to day supervisor, if different to the PDP supervisor.

## **5.5 Administration**

### **New, casual and temporary staff**

Temporary and part time staff employed for the equivalent of one school term or above (10 weeks or longer) are required to participate in the performance and development process. The school principal will determine whether a Performance and Development Plan (PDP) is completed for any staff employed for less than one school term.

Temporary and new staff should begin their PDPs within six weeks of commencing in their role.

### **Change of duties**

Where a staff member temporarily performs other duties for more than one school term, the staff member and PDP supervisor should develop a new PDP or amend the current PDP as appropriate.

### **Non teaching staff employed in multiple schools**

If a non teaching staff member has a role that is divided across multiple schools, it is the responsibility of the principal (or delegate) at the base school to liaise with the other schools to determine who will be the PDP supervisor. A flexible and pragmatic approach should be discussed to support the staff member to develop and action their goals and development activities.

The non teaching staff member will report to a PDP supervisor from one school, it will be the responsibility of principals (or delegate) of each of the affected schools to contribute to the development of goals, and to support the identified development needs of the staff member as



appropriate. The completed PDP should be provided to all schools the staff member is employed in.

### **Change of staff member or PDP supervisor**

When a staff member leaves a role, where practical they should participate in a formal review with their current PDP supervisor prior to leaving. This will provide the staff member with feedback about their work performance and facilitate the handover of any outstanding work.

When a non teaching staff member moves to a different role, it should be considered whether the existing PDP should be amended to reflect new or changed responsibilities or a new PDP developed.

Where a PDP supervisor leaves a position during the PDP cycle, where possible they should liaise with the principal about the management of the staff member's PDP they were supervising.

### **5.6 Workforce diversity**

The performance and development process should apply equally and fairly to all staff and be inclusive of individual differences. PDP supervisors should consider the particular needs of staff that identify as (but not limited to):

- an Aboriginal or Torres Strait Islander.
- a person with a disability.
- a person from a culturally and linguistically diverse background.

### **5.7 Documentation**

The original completed and signed PDP is retained by the staff member. A copy should also be retained locally and securely by the PDP Supervisor and stored centrally in a secure location at the school, accessible by the principal if required. A copy of the PDP should also be provided to a staff member's day to day supervisor (where different from the PDP supervisor).

Documentation practices should be consistent with the department's [Record Management Program](#).

### **5.8 Resolving concerns**

If a staff member has concerns in relation to any aspect of the performance and development process or disagrees with the outcome of the annual review assessment, these concerns should be addressed in a timely and productive manner.

A concern raised by a staff member should be resolved informally where possible, with their PDP supervisor and in consultation with the day to day supervisor, if applicable. If the staff member feels that the issue has not been resolved or it would not be appropriate to raise it with their PDP supervisor, the non teaching staff member may refer their concern/s to their PDP supervisor's manager or the principal. All attempts should be made to resolve concerns within the school.

If the matter is unable to be resolved at the school, it may be referred to the relevant Director Public Schools NSW for review. If the concern cannot be resolved in an informal manner, the staff member can follow a formal process as per the department's [Complaints Handling Policy Guidelines](#).

### **5.9 Managing unsatisfactory performance**

The meeting to develop or review the PDP should not be the first time that performance issues or behavioural issues that impact on performance are raised with the staff member. Day to day concerns about performance should be addressed with the staff member at the time the issues

are identified. The PDP and/or day to day supervisor should support staff to address issues and improve, including documenting feedback and additional support provided.

If the performance issues remain following feedback and support being provided, advice should be sought from the Employee Performance and Conduct Directorate about the need to implement an improvement program in accordance with the relevant procedures. Once a staff member is placed on a performance improvement program, the performance and development process is suspended. The performance and development process can be resumed following the satisfactory completion of an improvement program.

## 6. Monitoring, evaluation and reporting requirements

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The school principal has overall responsibility for the performance and development of all staff in the school. This includes ensuring staff have PDPs in place, reviews are completed and reporting on this information as requested.

## 7. More information

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Manager, Corporate Talent Programs

Talent Management Unit

Human Resources Directorate

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## 8. Document history

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### 8.1 Document information

Procedure title	Performance and development for non teaching staff in schools
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### 8.2 Document accountability

Role	Name
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Procedure Owner	Director, Talent Management, Human Resources
Policy Advisor	Manager, Corporate Talent Programs, Human Resources
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### 8.3 Document version history

Version	Date	Author	Change description
V1	18/11/2016	Rita Prasad	New procedure

### 8.4 Document linkages

#### Legislation and regulation

Key relevant legislation and regulation that determines influences or defines this procedure:

Year of enactment	Title of legislation
2013	<i>Government Sector Employment Act</i>
1987	<i>Education (School Administrative and Support Staff) Act</i>

#### Policy and Guideline

Reference policy or guidelines that relate to this procedure:

Type	PD number	Title
Policy	TBC	Performance and Development Policy