

Month 1

THE BOARD:

- Checks policy and process
- Checks/makes delegations, confirms roles and a consultant, if used
- Starts drafting goals based on annual plan, charter, recommendations from ERO or last year's review



Month 1-2

INITIAL MEETING TO SET UP PERFORMANCE AGREEMENT/PROCESS

- The board/delegate/s, in consultation with principal, assisted by consultant, if engaged
- Contains goals and required standards and criteria
- Identify what evidence and indicators will show progress
- Discuss the process, roles and meetings



Month 3-4

Performance conversation 1



Month 5-7

Performance conversation 2
Interim progress is recorded

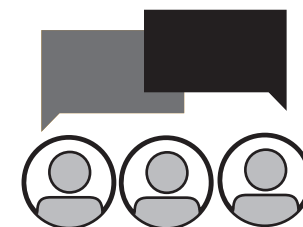


Month 8-10

Performance conversation 3

EVIDENCE GATHERED THROUGHOUT THE YEAR

- The principal gathers naturally occurring evidence throughout the year and brings it to all meetings/conversations
- The board/appraisal consultant may gather evidence from a variety of sources which may include interviews, surveys, focus groups with staff, board, students, parents



- The conversations/meetings happen between the board delegate/s, principal and consultant
- Progress is discussed, supported by evidence

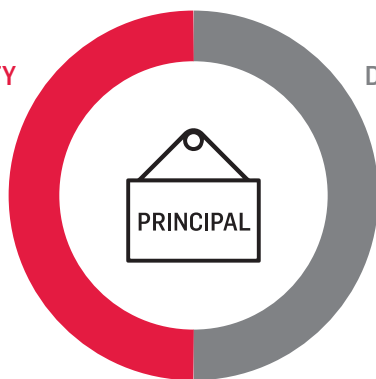
RESULT

- The principal notified personally and in writing of outcome
- Annual review process is complete
- The outcome will inform next years agreement and objectives
- Start planning the process for next year: contact consultant/s if planning to engage one

ACCOUNTABILITY



Principal



DEVELOPMENT



Month 12

REPORT

- Full report made to board, or according to policy
- The report clearly states whether the principal has met the goals, and required standards and criteria
- The principal has the opportunity to address board before leaving to allow discussion



Month 11

FINAL PERFORMANCE MEETING

- Based on performance agreement
- Discuss progress and future steps
- Evaluate and discuss evidence
- There should be no surprises
- Results drafted in a report in consultation with the principal

