



**STPATRICK'S**  
Technical College



SACE ■ TRAINING ■ APPRENTICESHIPS

Policies & Procedures 3.13

# Performance Management

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## **POLICY**

St Patrick's Technical College is committed to ensuring that appropriate performance management systems are in place and all personnel participate in performance evaluations. The performance management framework is intended to be an open system and requires collaboration between employees and management. This will ensure that personnel understand the linkages between their performance and organisational and team goals and objectives. An important outcome of the performance management framework is the identification of training requirements and employee aspirations so that St Patrick's Technical College can support the professional development of its staff.

This policy sets out the guidelines and processes to be followed in the administration of the College's performance management system.

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## **AIMS AND OBJECTIVES**

The College aims to ensure best practice management principles in the delivery of the performance management system whilst endeavouring to ensure compliance with legislative requirements and, at the same time, meet the organisational goals and objectives of St Patrick's Technical College.

The College's performance management system aims to:-

- ensure a detailed and considered evaluation of performance occurs regularly;
- provide an equal opportunity workplace;
- ensure personal information is handled in an appropriate manner;
- provide appropriate levels of mentoring and supervision through appropriate goal setting and identification of "Key Result Areas";
- enhance staff morale and job satisfaction through interest in job progress and development;
- encourage recognition of skills, capabilities and talents which may not otherwise occur;
- enable supervisors and managers to identify employee's career development goals, and necessary training or other supports required;
- enable employees or supervisors/managers to discuss job problems, and for the determination of appropriate interventions;
- assist in the evaluation of performance reviews, promotion or transfer, or disciplinary action;
- assist in planning personnel moves and placements that will best utilise each employee's capabilities.



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## **GUIDELINES**

1. This policy applies to all staff.
2. The performance management system is not a substitute for regular performance feedback, but is in addition to it. Supervisors and managers should communicate regularly with employees on job performance.
3. Each supervisor or manager is responsible for timely, thorough and professional completion of performance appraisals for all employees reporting to them.
4. New employees will be appraised at the completion of six months of employment. All other employees will be appraised on or around their anniversary of commencement of employment.
5. It may be determined that a performance appraisal needs to be conducted on occasions other than these to formally address performance issues.
6. Supervisors or managers are to maintain regular records of their employee's performance to assist in completion of the formal performance appraisal. Supervisors and managers are reminded a performance appraisal based on memories or recollections of performance over the period of a year may not be the fairest or most reliable basis for assessment.
7. Senior Management is responsible for maintaining a record of due dates for performance appraisals and notifying supervisors or managers one calendar month in advance.
8. Only College approved performance appraisal forms are to be used (refer to Appendix 1, Employee Performance Review).
9. The employee is to be given reasonable notice of the scheduled time for the performance appraisal. The discussion should take place in a private room or office, with instructions not to be disturbed.
10. The appraisal discussion shall be conducted according to the following format. The employee is to provide a self-evaluation of his or her performance. The supervisor or manager then provides an evaluation referring to the criteria on the performance appraisal form. Any areas where the employee's evaluation differs from that of the supervisor or manager should be discussed. The supervisor or manager is to discuss the employee's major strong points (and how they can be utilised more effectively) and major weak points (and how they can be strengthened). Then goals and objectives for the upcoming year should be agreed.
11. At the conclusion of the discussion the employee is to be asked to sign the appraisal form to acknowledge the meeting occurred.
12. A copy of the completed appraisal form is to be provided to the employee and the original filed in the employee's personnel file



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## **PROCESS**

*Appendix 1 - Employee Performance Review* is to be used when conducting a staff performance appraisal.

The Employee Performance Review is divided into five sections:

- Section 1: Commitment to College Ethos
- Section 2: Commitment to Professional Development
- Section 3: Contribution to the College
- Section 4: Leadership
- Section 5: Relationship Building

Staff members are given a copy of the Employee Performance Review prior to a performance appraisal meeting and asked to reflect on their performance in each section covering the review period.

The review meeting is conducted between the staff member and line manager in a confidential environment. Written comments are used to justify a ranking given to each criterion covering the five sections of the Employee Performance Review form.

A value between 0 and 5 is given to represent a perceived performance for each criterion. The ranking system is 0 being acceptable through to 5 being outstanding.

Each section equates to a value of 25.

Staff will be given a copy of the Employee Performance Review document prior to the interview. Criteria will be discussed and performance under each criterion reviewed and assessed. If any criterion needs improvement it should be pointed out to the employee and any change in performance re-assessed at the next performance review..

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## **RELATED POLICIES**

- *1.1 – Ethos and Charter*
- *1.4 – Staff Code of Conduct*
- *2.2 – Salary*
- *3.4 – Job Descriptions*
- *3.9 – Staff Development*



APPENDIX 1: Section 1

**EMPLOYEE PERFORMANCE REVIEW**

***Commitment to College Ethos***

Commitment to College Ethos	Comment (Evidence)	Value (0 – 5)
Working to fulfil the Vision statement of the College  <i>St Patrick's Technical College provides the highest quality vocational and technical education and contributes to the social, economic and environmental wellbeing of the young people and the wider community of Adelaide's north.</i>		
Being prepared to have open communication with administration and colleagues		
Being positive and seeking good outcomes for the College		
Sense of vocation, rather than 'just a job'		
Understanding the cultural framework in which the College operates		
<b>TOTAL</b>		<b>/25</b>



*APPENDIX 1 – Section 2*

**EMPLOYEE PERFORMANCE REVIEW**

***Commitment to Professional Development***

<b>Commitment to Professional Development</b>	<b>Comment (Evidence)</b>	<b>Value (0 – 5)</b>
Willingness to gain an understanding and needs of Industry targeted by the College		
Willingness to gain an understanding of the tasks required of apprentices in different Industry groups		
Has Commitment to personal growth		
Involved in professional development to enhance learning opportunities and outcomes for students		
Is open to critical reflection		
<b>TOTAL</b>		<b>/25</b>



*APPENDIX 1 – Section 3*

**EMPLOYEE PERFORMANCE REVIEW**

***Commitment to Professional Development***

Contribution to College	Comment (Evidence)	Value (0 – 5)
Involved in the extra-curricular activities of the College		
Active involvement in the corporate life of the College		
Working to achieve employment opportunities for student-apprentices		
Promoting the College in the wider community		
Working to enhance the College's credibility		
<b>TOTAL</b>		<b>/25</b>



*APPENDIX 1 – Section 4*

**EMPLOYEE PERFORMANCE REVIEW**

***Leadership***

Leadership	Comment (Evidence)	Value (0 – 5)
Show a willingness to take on extra responsibility		
Recognising when a job needs to be done and being prepared to do it		
The ability to take ownership of actions and decisions		
Shown ability to be innovative		
Placing the importance on doing the job to a high standard		
<b>TOTAL</b>		<b>/25</b>







*APPENDIX 1 – Section 5*

**EMPLOYEE PERFORMANCE REVIEW**

***Relationship Building***

<b>Leadership</b>	<b>Comment (Evidence)</b>	<b>Value (0 – 5)</b>
Shows the ability to build open and positive relationships with colleagues at all levels		
Shows the ability to build open and positive relationships with students and parents		
Shows the ability to build open and positive relationships with industry groups		
Shows willingness to share resources		
Maintain a positive outlook and avoids negativity		
<b>TOTAL</b>		<b>/25</b>
<b>TOTAL (All Sections)</b>		<b>/125</b>