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|---------------------------------------|---|------------------|-----------|
| Title: Staff evaluation and appraisal |   | Version/Revision | 1 of 2019 |
| Approved: TJ Dowling (Chair)          | Status: Final Draft                               | Date Approved    | 4/5/2019  |
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IN CRUCE SALUS

# HOLY CROSS HIGH SCHOOL

## Staff evaluation and appraisal

*This policy is underpinned by:*

- The constitution of the Republic of South Africa contained in Act 108 of 1996 (hereafter “the Constitution”)
- Article 15 of the South African Schools Act No. 84 of 1996 (hereafter the Schools’ Act)
- The Communications Protocol agreement signed between the Department of Basic Education (DBE) and the National Alliance of Independent School Associations (NAISA) in 2008.
- The Religious and Educational Philosophy and Constitution of the Board of Governors of the Holy Cross Sisters Schools 1995. Revised in 2012.
- The Child Safeguarding Policy
- South African Schools’ Act
- The Code of Conduct for Learners (of Holy Cross High)

## BACKGROUND

Formal staff appraisal is a system which seeks to improve the ability of the employee and the organisation to meet its visionary goals, and to establish a culture of performance excellence.

It also aims to improve communication between supervisors/line managers and staff members who report to them, or over whose work/performance they have oversight.

It seeks further to reward performance excellence, and to put in place personal development plans and other measures to enhance performance in areas where there may be shortcomings.

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## STAFF APPRAISAL AT HOLY CROSS HIGH SCHOOL

Teaching staff are appraised by means of:

Annual measurement by means of the school's own in-house appraisal instrument. This instrument is drawn up and revised in consultation between the SMT, Board of Governors and the staff members.

The instrument is to be used for the entire school year and is not to be viewed as a once off administration task.

### PROCESS

Appraisal by means of the in-house process is in accordance with the instructions contained therein. The instrument to be used forms part of this policy.

### GENERAL PRINCIPLES

- The appraisal process is **in the first instance** a **developmental** system, not a reward or punitive one.
- Every employee will be appraised annually.
- The appraisal system and process will be explained fully to the appraisee prior to any appraisal being undertaken.
- The in-house appraisal process forms the basis of any annual bonus to be paid to employees: this notwithstanding, as far as possible, the appraisal process should be divorced from monetary consequences in the minds of appraisees.
- Final appraisal will always be undertaken/moderated by someone in the hierarchy at a level higher than the person being appraised.
- The scoring on which the final appraisal is based may include inputs from a peer appraiser as well as the appraisee him/herself.
- An important part of the entire appraisal system is feedback, and this will be done formally at annually during the staff development training seminar.

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| <b>CLASSROOM APPRAISAL FORM</b>            |  |             |      |         |
|--|--|-------------|------|---------|
| Staff Member                               |  | Score (1-4) |      |         |
|  |  |             |      |         |
| Classroom and subjects taught in the venue |  | Self        | Peer | Manager |
|  |  |             |      |         |
| Date                                       |  |             |      |         |
|  |  |             |      |         |
| Appraiser                                  |  |             |      |         |
|  |  |             |      |         |
| <b>A</b>                                   | <b>File content &amp; Presentation</b>   |             |      |         |
| A1   | Evidence of personalising the learning space - appropriate decorations                               |             |      |         |
| A2   | Crucifix prominently displayed in class  |             |      |         |
| A3   | Additional religious icons/posters present in class  |             |      |         |
| TOTAL                                      |  |             |      |         |
| <b>B</b>                                   | <b>Furniture and environment</b>   |             |      |         |
| B1   | Furniture is maintained and in a fair condition  |             |      |         |
| B2   | Teachers work area is uncluttered and organised  |             |      |         |
| B3   | The class is tidy and no equipment or books are piled up and evidently not packed away appropriately |             |      |         |
| B4   | A recently updated inventory is displayed in a cupboard or store room door.                          |             |      |         |
| TOTAL                                      |  |             |      |         |
| <b>C</b>                                   | <b>Relevant information on display</b>   |             |      |         |
| C1   | Classroom rules are displayed on the wall  |             |      |         |
| C2   | The School evacuation plan relevant to the class is displayed on the wall                            |             |      |         |
| C3   | The overall school evacuation map is displayed on the wall.  |             |      |         |
| C4   | The class register (where applicable) is displayed   |             |      |         |
| TOTAL                                      |  |             |      |         |
| <b>D</b>                                   | <b>Displays</b>  |             |      |         |
| D1   | Subject related posters are displayed on the walls   |             |      |         |
| D2   | Student work is displayed in the class   |             |      |         |
| D3   | Displays are kept tidy, no tatty corners   |             |      |         |
| TOTAL                                      |  |             |      |         |
| GRAND TOTAL                                |  |             |      |         |
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## FILE & RESOURCE MANAGEMENT FORM

| Staff Member                                       |  | Score Section A<br>only as 0 or 1 |      |         |
|--|--|-----------------------------------|------|---------|
| SubjectS being taught for which files are present. |  |                                   |      |         |
| Date   |  | Self                              | Peer | Manager |
| Appraiser  |  |                                   |      |         |
| <b>A</b>   | <b>Record keeping and resources</b>  |                                   |      |         |
| A1   | File is present and neatly presented (per subject)                                 |                                   |      |         |
| A2   | Index/table of content is present  |                                   |      |         |
| A3   | Academic organogram is present.  |                                   |      |         |
| A4   | Educators timetable is present   |                                   |      |         |
| A5   | Relevant Caps Policy present   |                                   |      |         |
| A6   | Relevant school subject policy present   |                                   |      |         |
| A7   | Planning instruments (Pace setters, Work schedules)                                |                                   |      |         |
| A8   | Minutes of meetings and workshops (handouts from workshop will suffice as minutes) |                                   |      |         |
| A9   | Relevant assessment policy present   |                                   |      |         |
| A10  | Assessment plan for subject as distributed to learners/on school planning          |                                   |      |         |
| A11  | Where relevant, subject guidelines/assessment guidelines                           |                                   |      |         |
| A12  | Assessment tasks for 2019 (Question paper and marking memorandum)                  |                                   |      |         |
| A13  | Marksheets for 2019 (Working Marksheets/ WCED recording marksheets)                |                                   |      |         |
| A14  | Analysis of learner results  |                                   |      |         |
| A15  | SBA moderation forms   |                                   |      |         |
| A16  | Exam exemplars (per grade and paper of subject taught)                             |                                   |      |         |
| A17  | Additional resources   |                                   |      |         |
|  | <b>TOTAL</b>   |                                   |      |         |
| <b>B</b>   | <b>Workschedule management</b>   |                                   |      |         |
| <b>B1</b>  | Planning instrument reflects record of teaching by date and class.                 |                                   |      |         |
| <b>B2</b>  | Analysis of formal assessment results are interpreted and acted upon               |                                   |      |         |
|  | <b>TOTAL</b>   |                                   |      |         |
|  | <b>GRAND TOTAL</b>   |                                   |      |         |
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| <b>Student assessment and achievement</b> |  |             |      |         |
|---|--|-------------|------|---------|
| Staff Member                              |  | Score (1-4) |      |         |
| Subjects assessed                         |  |             |      |         |
| Date                                      |  | Self        | Peer | Manager |
| Appraiser                                 |  |             |      |         |
| <b>A.</b>                                 | <b>Feedback to students</b>  |             |      |         |
| <b>A1</b>                                 | Assessment tasks are marked and returned to students timeously                               |             |      |         |
| <b>A2</b>                                 | Feedback is meaningful and regular   |             |      |         |
| <b>A3</b>                                 | Feedback is incorporated in future lesson planning   |             |      |         |
|   | TOTAL  |             |      |         |
| <b>B.</b>                                 | <b>Knowledge and application of forms of assessment</b>                                      |             |      |         |
| <b>B1</b>                                 | Use different forms of assessment in line with CAPS to test student performance              |             |      |         |
| <b>B2</b>                                 | Intervention strategies accommodates students with various learning abilities                |             |      |         |
|   | TOTAL  |             |      |         |
| <b>C.</b>                                 | <b>Student progress and achievement</b>  |             |      |         |
| <b>C1</b>                                 | Student results of various forms of assessment show that they are attaining the set outcomes |             |      |         |
| <b>C2</b>                                 | Remedial/Enrichment work supports student progress   |             |      |         |
|   | TOTAL  |             |      |         |
|   | GRAND TOTAL  |             |      |         |
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| <b>Professional Development</b>    |   |             |      |         |
|------------------------------------|---|-------------|------|---------|
| Staff Member                       |   | Score (1-4) |      |         |
| Areas of specialization (Subjects) |   |             |      |         |
| Date                               |   | Self        | Peer | Manager |
| Appraiser                          |   |             |      |         |
| <b>A</b>                           | <b>Participation in continuous professional development</b>   |             |      |         |
| <b>A1</b>                          | Is engaged in self-reflection and has clear targets for development   |             |      |         |
| <b>A2</b>                          | Attends and participates in activities aimed at enhancing his/her professional and pedagogic skills                         |             |      |         |
| <b>A3</b>                          | Engages in research, develops educational materials, participates in session to train, guide, mentor and develop colleagues |             |      |         |
|                                    | TOTAL   |             |      |         |
| <b>B</b>                           | <b>Professional Conduct</b>   |             |      |         |
| <b>B1</b>                          | Comes to school regularly and on time   |             |      |         |
| <b>B2</b>                          | Is always neatly dressed and presentable  |             |      |         |
| <b>B3</b>                          | Conducts all lessons in line with the Schools timetable   |             |      |         |
| <b>B4</b>                          | Adheres to deadlines (marking, recording, task completion etc.)   |             |      |         |
| <b>B5</b>                          | Contributes positively to school development and advancement  |             |      |         |
| <b>B6</b>                          | Maintains good relations with stakeholder (especially parents)  |             |      |         |
| <b>B7</b>                          | Upholds the Ethos of the school   |             |      |         |
|                                    | TOTAL   |             |      |         |
|                                    | GRAND TOTAL   |             |      |         |
|                                    | Signatures  |             |      |         |

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| <b>Extra-mural and co-curricular Participaion</b> |   |             |      |         |
|---|---|-------------|------|---------|
| Staff Member                                      |   | Score (1-4) |      |         |
| Areas of extra mural activity                     |   |             |      |         |
| Date  |   | Self        | Peer | Manager |
| Appraiser   |   |             |      |         |
| <b>A</b>  | <b>Participates in academic related activities outside regualr academic hours</b> |             |      |         |
| <b>A1</b>   | Time is spent on extra mural activities after school hours.                       |             |      |         |
| <b>A2</b>   | Manages the extra-mural activity by keeping records and noting progress           |             |      |         |
|   | TOTAL   |             |      |         |
| <b>B</b>  | <b>Participates in sport/cultural activities outside regular academic hours</b>   |             |      |         |
| <b>B1</b>   | Time spent on extra mural activities after school hours.                          |             |      |         |
| <b>B2</b>   | Manages the extra-mural activity by keeping records and noting progress           |             |      |         |
| <b>B3</b>   | Participates against other schools in a positive fashion                          |             |      |         |
| <b>B4</b>   | Manages and takes care of the facilities associated with the activity             |             |      |         |
| <b>B5</b>   | Acts as a coordinator and takes a leadership role in arranging events             |             |      |         |
|   | TOTAL   |             |      |         |
| <b>C</b>  | <b>Participates in camps and outings outside regular academic hours</b>           |             |      |         |
| <b>C1</b>   | Time spent on camp/outing activities after school hours.                          |             |      |         |
| <b>C2</b>   | Manages the camp/outing activity by keeping relevant records                      |             |      |         |
| <b>C3</b>   | Manages and takes care of the facilities associated with the activity             |             |      |         |
| <b>C4</b>   | Acts as an ambassador for the school when on an outing/camp                       |             |      |         |
|   | TOTAL   |             |      |         |
|   | GRAND TOTAL   |             |      |         |
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| <b>Management and administration</b>   |   |             |      |         |
|--|---|-------------|------|---------|
| Staff Member                           |   | Score (1-4) |      |         |
| Department and Control areas evaluated |   |             |      |         |
| Date                                   |   | Self        | Peer | Manager |
| Appraiser                              |   |             |      |         |
| <b>A</b>                               | <b>Decision making and Accountability</b>   |             |      |         |
| <b>A1</b>                              | Ensures that whenever possible and appropriate decisions are arrived at by consensus.   |             |      |         |
| <b>A2</b>                              | Decisions, based on wide consultation with all relevant parties and based on sound logic, are made in good time. Creative solutions are found when necessary. Is decisive without being authoritarian.  |             |      |         |
| <b>A3</b>                              | Is prepared to be held accountable for the decision-making process as well as taking responsibility for the decisions. Does not pass on the blame for wrong decisions. Ensures accountability from staff members as well as being accountable to them. Decisions are frequently proactive rather than reactive. |             |      |         |
| <b>A4</b>                              | Staff recognise that their opinions are valued and taken into account; they are motivated to participate in decision making.  |             |      |         |
| <b>A5</b>                              | Staff members trust the decisions made by the educator as the process has been transparent and participatory. Decisions are always objective and fair.  |             |      |         |
|  | TOTAL   |             |      |         |
| <b>B</b>                               | <b>Personell development</b>  |             |      |         |
| <b>B1</b>                              | Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches.   |             |      |         |
| <b>B2</b>                              | Ensures that staff training and mentoring programmes are developed, implemented and evaluated.  |             |      |         |
| <b>B3</b>                              | Gives direction to staff in realising the institution's strategic objectives.   |             |      |         |
| <b>B4</b>                              | Inspires and builds commitment and motivates educators through the use of intrinsic rewards or encouragement.   |             |      |         |
|  | TOTAL   |             |      |         |
| <b>C</b>                               | <b>Administration of resources and records</b>  |             |      |         |
| <b>C1</b>                              | · Uses resources optimally and creatively – specifically aligned to the vision, mission and goals of the institution.   |             |      |         |
| <b>C2</b>                              | · Clear instructions and sound guidelines enable staff to do what is expected of them. Mentoring and support provides encouragement for staff to do more than is required and to do so with enthusiasm.   |             |      |         |



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|    |  |  |  |  |
|----|--|--|--|--|
| C3 | Record-keeping is comprehensive and up to date; meets requirements in terms of accepted practices and/or departmental requirements.  |  |  |  |
| C4 | Premises, buildings, equipment and learning and teaching support materials are used optimally. Repairs or replacements are effected promptly. Control/monitoring systems are in place.   |  |  |  |
| C5 | Departmental circulars and other relevant information are consistently brought to the attention of staff members in good time. Where necessary, discussions are initiated to ensure that the context is understood. Responses are developed when necessary. Follow-up is managed when necessary. |  |  |  |
|    | TOTAL  |  |  |  |
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| <b>Leadership and planning</b> |   |             |      |         |
|--------------------------------|---|-------------|------|---------|
| Staff Member                   |   | Score (1-4) |      |         |
| Leadership role evaluated      |   |             |      |         |
| Date                           |   | Self        | Peer | Manager |
| Appraiser                      |   |             |      |         |
| <b>A</b>                       | <b>Leadership, communication and relationship with Board of Governors</b>   |             |      |         |
|                                | Provides strong leadership and direction to enable colleagues to realise strategic objectives.  |             |      |         |
|                                | Values colleagues as individuals, acknowledges their ideas; provides ongoing support and is available to guide and advise them.   |             |      |         |
|                                | Consults with colleagues, parents and governing body; shares ideas and information; takes alternative points of view into account.  |             |      |         |
|                                | Has improved systems that are appropriate for specific circumstances; is organised and is able to track progress. Productivity is above average.  |             |      |         |
|                                | Has built up experience which is the basis for confidence; is not easily distracted; supports colleagues in order to achieve goals; Time management is good; tasks are completed within deadlines |             |      |         |
|                                | Is innovative and is prepared to try out new ways of doing things; refines and improves existing systems and processes.   |             |      |         |
|                                | TOTAL   |             |      |         |
| <b>A</b>                       | <b>Leadership, communication and relationship with Board of Governors</b>   |             |      |         |
| <b>A1</b>                      | Goals and strategic plans are developed and updated with participation of stakeholders.   |             |      |         |
| <b>A2</b>                      | Financial planning and budget are in line with the goals of the school, spending is carefully monitored and resources are used optimally.   |             |      |         |
| <b>A3</b>                      | Introduces innovative ideas and projects which are prioritised in terms of goals, costs and educational needs, and closely manages all projects and interventions                                 |             |      |         |
| <b>A4</b>                      | Systematic stakeholder consultation through functioning structures and provides opportunities for meaningful participation.   |             |      |         |
|                                | TOTAL   |             |      |         |
|                                | GRAND TOTAL   |             |      |         |
|                                | Signatures  |             |      |         |