

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 admission of learners to the school 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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CLASSROOM APPRAISAL FORM

Staff Member		Score (1-4)		
Classroom and subjects taught in the venue		Self	Peer	Manager
Date				
Appraiser				
A	File content & Presentation			
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	Furniture and environment			
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			
C	Relevant information on display			
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			
D	Displays			
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 only as 0 or 1		
SubjectS being taught for which files are present.				
Date		Self	Peer	Manager
Appraiser				
A	Record keeping and resources			
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			
	TOTAL			
B	Workschedule management			
B1	Planning instrument reflects record of teaching by date and class.			
B2	Analysis of formal assessment results are interpreted and acted upon			
	TOTAL			
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Student assessment and achievement				
Staff Member		Score (1-4)		
Subjects assessed				
Date		Self	Peer	Manager
Appraiser				
A.	Feedback to students			
A1	Assessment tasks are marked and returned to students timeously			
A2	Feedback is meaningful and regular			
A3	Feedback is incorporated in future lesson planning			
	TOTAL			
B.	Knowledge and application of forms of assessment			
B1	Use different forms of assessment in line with CAPS to test student performance			
B2	Intervention strategies accommodates students with various learning abilities			
	TOTAL			
C.	Student progress and achievement			
C1	Student results of various forms of assessment show that they are attaining the set outcomes			
C2	Remedial/Enrichment work supports student progress			
	TOTAL			
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Professional Development				
Staff Member		Score (1-4)		
Areas of specialization (Subjects)				
Date		Self	Peer	Manager
Appraiser				
A	Participation in continuous professional development			
A1	Is engaged in self-reflection and has clear targets for development			
A2	Attends and participates in activities aimed at enhancing his/her professional and pedagogic skills			
A3	Engages in research, develops educational materials, participates in session to train, guide, mentor and develop colleagues			
	TOTAL			
B	Professional Conduct			
B1	Comes to school regularly and on time			
B2	Is always neatly dressed and presentable			
B3	Conducts all lessons in line with the Schools timetable			
B4	Adheres to deadlines (marking, recording, task completion etc.)			
B5	Contributes positively to school development and advancement			
B6	Maintains good relations with stakeholder (especially parents)			
B7	Upholds the Ethos of the school			
	TOTAL			
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Extra-mural and co-curricular Participaion				
Staff Member		Score (1-4)		
Areas of extra mural activity				
Date		Self	Peer	Manager
Appraiser				
A	Participates in academic related activities outside regualr academic hours			
A1	Time is spent on extra mural activities after school hours.			
A2	Manages the extra-mural activity by keeping records and noting progress			
	TOTAL			
B	Participates in sport/cultural activities outside regular academic hours			
B1	Time spent on extra mural activities after school hours.			
B2	Manages the extra-mural activity by keeping records and noting progress			
B3	Participates against other schools in a positive fashion			
B4	Manages and takes care of the facilities associated with the activity			
B5	Acts as a coordinator and takes a leadership role in arranging events			
	TOTAL			
C	Participates in camps and outings outside regular academic hours			
C1	Time spent on camp/outing activities after school hours.			
C2	Manages the camp/outing activity by keeping relevant records			
C3	Manages and takes care of the facilities associated with the activity			
C4	Acts as an ambassador for the school when on an outing/camp			
	TOTAL			
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Management and administration				
Staff Member		Score (1-4)		
Department and Control areas evaluated				
Date		Self	Peer	Manager
Appraiser				
A	Decision making and Accountability			
A1	Ensures that whenever possible and appropriate decisions are arrived at by consensus.			
A2	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.			
A3	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.			
A4	Staff recognise that their opinions are valued and taken into account; they are motivated to participate in decision making.			
A5	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	Personell development			
B1	Supports and respects the individuality of others and recognises the benefits of diversity of ideas and approaches.			
B2	Ensures that staff training and mentoring programmes are developed, implemented and evaluated.			
B3	Gives direction to staff in realising the institution's strategic objectives.			
B4	Inspires and builds commitment and motivates educators through the use of intrinsic rewards or encouragement.			
	TOTAL			
C	Administration of resources and records			
C1	· Uses resources optimally and creatively – specifically aligned to the vision, mission and goals of the institution.			
C2	· 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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Leadership and planning				
Staff Member		Score (1-4)		
Leadership role evaluated				
Date		Self	Peer	Manager
Appraiser				
A	Leadership, communication and relationship with Board of Governors			
	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			
A	Leadership, communication and relationship with Board of Governors			
A1	Goals and strategic plans are developed and updated with participation of stakeholders.			
A2	Financial planning and budget are in line with the goals of the school, spending is carefully monitored and resources are used optimally.			
A3	Introduces innovative ideas and projects which are prioritised in terms of goals, costs and educational needs, and closely manages all projects and interventions			
A4	Systematic stakeholder consultation through functioning structures and provides opportunities for meaningful participation.			
	TOTAL			
	GRAND TOTAL			
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