Queensland State Schools Annual Performance Review process for teachers
A step-by-step guide
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This guide is designed to support implementation of the Queensland State Schools Annual Performance Review (APR) process for teachers. It should be read in conjunction with:

- Queensland State Schools Annual Performance Review process for teachers – Overview
- the joint statement on the annual teacher performance review process by the department and the Queensland Teachers’ Union
- Annual Performance Development Plan for teachers (DOCX or PDF template).

The process is for implementation in all Queensland state schools. The process requires development, implementation and review of an Annual Performance Development Plan (APDP) by all teachers. The school principal is responsible for the implementation of the process, but may delegate the function of plan supervisor to another school leader (for example, deputy principal, head of department) for operational effectiveness.

Phase 1: Reflection and goal setting

School priorities

It is important that a teacher’s APDP is reflective of the school context in which they are working. A section is provided on the APDP for the school’s priorities for the duration of the cycle to be articulated. It is not intended for these priorities to be hard targets, but rather provide an overview of key relevant areas for consideration when the teacher and supervisor begin to frame the performance development goals that will be the focus of the plan. (For example, boost student literacy outcomes, improve student attendance).

Reflect on areas of strength and areas for development

The APR process for teachers is framed against the Australian Professional Standards for Teachers (APST), and these should be used by both teachers and their supervisors when reflecting on areas of strength and areas for development. A useful resource is the Australian Institute for Teaching and School Leadership (AITSL) online self-assessment tool for teachers, which can assist in determining individual areas of strength and areas for development.

Goals are to be based on the school’s shared view of effective teaching derived from the APST, and reflective of systemic, professional and local priorities and context.

Once the teacher and their supervisor have agreed on areas of strength and areas for development, these should be recorded on the APDP, across three domains within the APST.

Agree on performance development goals and actions to develop capability, and indicators of success.

Up to three performance development goals are to be established collaboratively. These should respond to the areas of strength and areas for development previously identified. Whilst it is preferable that one goal is developed for each of the domains of teaching that frame APST (Professional Knowledge, Professional Practice and Professional Engagement), it is acknowledged that teachers and their supervisors may agree to focus goals on only one or two domains, dependent on the professional needs of the teacher.

In addition to these, up to three goals, the teacher and their supervisor should identify actions required to support achievement of the goals and indicators of success. The goals should reflect the focus areas of improvement identified previously.
The SMART approach to developing goals is a useful model for goal and success indicator formulation. This approach provides a process for developing goals that are specific, measurable, achievable, relevant and time-phased.

The SMART goals framework provides further guidance on this process. The AITSL Teacher Toolkit also provides resources to support the setting of SMART goals.

Formulation of goals in this manner also provides for the identification of indicators of success, which are also to be recorded in the APDP. Goals should be regularly reviewed and adjusted should circumstances change (for example, change of school or change of school direction).

Once the goals have been established, the teacher and supervisor should work together to identify specific actions to develop required capabilities. This should result in actions to be undertaken and the support and professional learning that will assist the process.

The final step of this phase is for both the teacher and their supervisor to sign the plan to confirm agreement.

How do I know that my goals are SMART?

**Reflection**  
Goal setting  
SMART check  
Goal agreement

- Formulating SMART goals will help you ensure they are targeted and achievable
- Your goals are SMART if you can answer "yes" to the following questions:

<table>
<thead>
<tr>
<th>Specific</th>
<th>Is your goal formulated in a way that you and others understand what is to be achieved?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measureable</td>
<td>Is it possible to tell at any point in time if your goal has been achieved or not? Does your goal clearly link to the types of evidence you will collect throughout the review period?</td>
</tr>
<tr>
<td>Achievable</td>
<td>Is your goal a stretch, but also realistic?</td>
</tr>
<tr>
<td>Relevant</td>
<td>Does the achievement of your goal have meaningful positive implications for your own teaching practice, student outcomes and the overall goals of your school?</td>
</tr>
<tr>
<td>Time-phased</td>
<td>Is the time in which this goal should be achieved clear?</td>
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</tbody>
</table>

(Reference: AITSL Teacher Toolkit)
Example – SMART goal, actions to develop capability and indicators of success:

### Phase 1 & 2 — Goal setting, Professional practice and learning
These should be framed through reflection on areas of strength and areas for development within the Australian Professional Standards for Teachers

<table>
<thead>
<tr>
<th>Focus areas for improvement</th>
<th>Agreed performance development goals</th>
<th>Actions to develop capability</th>
<th>Indicators of success</th>
<th>Phase 2 - Reflections, comments and notes on professional practice and learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>As per reflection</td>
<td>Refer to SMART goals framework - Specific, Measurable, Accurate, Relevant, Time-phased</td>
<td>Be specific about what actions you intend to undertake and the support and professional learning you will require.</td>
<td>What will you/others see if your goal is achieved? Refer to Documentary Evidence Guides</td>
<td>During this phase, the teacher’s APDP is put into action during day-to-day work and is supported by professional learning to achieve goals.</td>
</tr>
</tbody>
</table>

#### Teacher example
Professional Practice
**Standard 4:**
Create and maintain supportive and safe learning environments

4.3 Manage challenging behaviour

- By the end of Term 2, I will research, develop and implement a range of strategies to effectively deal with challenging behaviours in the classroom so that student learning and wellbeing is optimised.

- Identify and observe colleagues who apply a range of effective behaviour management strategies

- Access information and professional development opportunities on behaviour management (e.g. online resources, teacher resource texts from school library)

- Reflect on and adapt behaviour management techniques and strategies based on individual student needs

- Arrange for peer and/or mentor observation and feedback of behaviour management strategies in lesson/s

- Use of a greater range of strategies to deal with challenging behaviour

- Reduced referrals to buddy class due to disruptive behaviour

- Positive and constructive feedback received from mentor.supervisor/colleagues

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<table>
<thead>
<tr>
<th>Career aspirations</th>
<th>Career goals</th>
<th>Actions to develop capability</th>
<th>Indicators of success</th>
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</thead>
<tbody>
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</tbody>
</table>

Template not to be altered or modified in any way
Phase 2: Professional practice and learning

During this phase, the teacher’s APDP is put into action during day-to-day work and is supported by professional learning to achieve planned goals. Having agreed on the plan and goals, it is important to have regular conversations about progress. These may be both formal and informal. The plan should be a ‘living document’ that is referred to regularly. Formal reviews should be undertaken during the agreement period, and at the end, to review progress toward goals and agree on actions following the review. Identifying and reflecting on evidence will enable review of progress toward goals.

Phase 3: Feedback and review

An effective approach to teacher performance development requires a commitment to ongoing formal and informal feedback and a culture of high performance. Timely, frequent and improvement focused feedback supports teachers’ efforts to improve their practice, guides choices about professional learning, and informs reflection on and revision of performance development goals.

In addition to ongoing informal feedback, it is important to provide an opportunity for a full reflection on a teacher’s performance against all of their performance development goals annually, conducted using the multiple sources of evidence gathered during the process. Such a review should include the provision of verbal and written feedback that provides a basis for reflection on practice to inform further improvement during the next cycle.

The APR process for teachers requires annual assessment of performance against the goals established in the APDP for teachers. During this process, the teacher and their supervisor should discuss whether each goal was achieved or not achieved, making comments in the APDP where relevant.

There may be many reasons why a goal is not achieved, and it is important that both the teacher and their supervisor identify these, especially where this has occurred despite the best efforts of the classroom teacher.

The APDP template allows for the teacher to provide overall comments regarding the review outcomes, including:

- their successes in achieving goals
- their challenges which prevented achievement and the challenges overcome which allowed achievement
- their strengths and how these can be built upon
- future focus areas
- career aspirations and available pathways
- support and professional development needed to further develop teaching performance and development
- future action required should performance expectations not be met on a regular basis.

The APDP also provides for a final comment by the supervisor, who should reflect on similar points, so that the document becomes the base for subsequent performance development reviews.

Finally, the document should be signed and dated by both the teacher and the supervisor, and retained as an official record.

Please refer to the AITSL Teacher Toolkit to access more resources to support Phase 3 of the process. These include:

- how to support effective peer feedback in your school
- how to make the most of your performance and development review
- how to reflect on your goal achievements
- a performance and development review guide.
### Phase 3 — Feedback and review (final review)

Review of performance against planned goals

<table>
<thead>
<tr>
<th>Focus areas for development</th>
<th>Agreed performance development goals</th>
<th>Performance outcome (achieved, ongoing, not achieved)</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
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**Teacher overall comment**

- What has been a significant area of growth or success in my teaching practice and why?
- What are some of the challenges in my teaching focus and why?
- What areas do I need to focus my teaching on next?
- What are my strengths and how can I build on them?
- What are my career aspirations and what pathways are available to me?
- What support and professional development do I need to further develop my teaching performance?
- What action is required if I do not meet performance expectations on a regular basis?

**Comment (teacher)**

**Comment (supervisor)**

**Signature and date (teacher)**

**Signature and date (supervisor)**

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The AITSL Teacher Toolkit can be accessed at [www.toolkit.aitsl.edu.au/](http://www.toolkit.aitsl.edu.au/)

Further resources are available from the Queensland College of Teachers at [www.qct.edu.au/renewal/CPDResources.html](http://www.qct.edu.au/renewal/CPDResources.html)