

# Performance and development documentation - March 2013

## Clare High School, SA

### Contents

- Staff feedback program

Includes staff performance and development plan and classroom observation report.

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### School context

Clare High School  
Clare, South Australia

School type: Government

Stage of schooling: Secondary

School location: Provincial

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### About Clare High School

Clare High School is a Year 7 to 12 secondary school of approximately 500 students located in the Clare valley, over 130kms from Adelaide. The school had been developing its processes on teacher performance and development over the last seven to eight years and is now at the stage where all teachers receive feedback on their classroom practice, based on observation, using the Australian Professional Standards for Teachers. This process is now being extended to include peer feedback using classroom observation.

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### Note

For further information on these materials and the school's process please contact:

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AITSL gratefully acknowledge the principal at Clare High School for providing permission to share these resources.



## Staff Performance and Development Plan

Expectations: Staff working within sites are expected to undertake individual performance planning, professional learning & performance review that supports ongoing learning and improvement. Staff are asked to complete and forward their Performance & Development Plan to line managers by the end of term one each year. The Performance Reflection component should be provided to line managers prior to the conclusion of the calendar year.

Name: \_\_\_\_\_ Faculty: \_\_\_\_\_ Line Manager: \_\_\_\_\_

Current Responsibilities: \_\_\_\_\_

Last Formal Teaching Observation: Date: \_\_\_\_\_ Completed by: \_\_\_\_\_

Current Australian Professional Standards for Teachers Ratings:

	Graduate	Proficient	Highly Accomplished	Lead	Evidence/Reasoning:
Self-Rating					
Line Manager Rating					

### Site & Career Considerations

Consider key events that impact on your work in the next 3 years. They provide a reference point for considering performance objectives and professional learning activities for the coming year.

2013	
2014	
2015	

**Personal Performance Planning:**

Refer to the site improvement plans, previously established performance and development plans and relevant performance expectations e.g. J&P or relevant professional standards. Identify up to four work priorities for the next 12 months and note actions, success indicators related to these.

**Australian Professional Standards for Teachers**

<b>Professional Knowledge</b> Know students and how they learn Know the content and how to teach it	<b>Site, Region and/or DECD Improvement Priorities Link</b> How does the improvement plan link to the priorities of the site, region and/or DECD	<b>Actions/Strategies</b> What you intend to do in the next 12 months	<b>Indicators of Success</b> Evaluation measures and/or progress notes
<b>Professional Practice</b> Plan for and implement effective teaching and learning Create and maintain supportive and safe learning environments	<b>Site, Region and/or DECD Improvement Priorities Link</b> How does the improvement plan link to the priorities of the site, region and/or DECD	<b>Actions/Strategies</b> What you intend to do in the next 12 months	<b>Indicators of Success</b> Evaluation measures and/or progress notes
<b>Professional Engagement</b> Engage in professional learning Engage professionally with colleagues, parents and the community	<b>Site, Region and/or DECD Improvement Priorities Link</b> How does the improvement plan link to the priorities of the site, region and/or DECD	<b>Actions/Strategies</b> What you intend to do in the next 12 months	<b>Indicators of Success</b> Evaluation measures and/or progress notes

## Personal Performance Reflection

Formal Teaching Observation/s Completed:	Yes	No	By Whom:	Dates:
Formal Peer Teaching Observations Completed:	Yes	No	For Whom:	Dates:

## Key Achievements – Australian Professional Standards for Teachers

Professional Practice:	Skills and Knowledge Developed:	Evidence:
Professional Knowledge:	Skills and Knowledge Developed:	Evidence:
Professional Engagement:	Skills and Knowledge Developed:	Evidence:
Concerns/Issues to Discuss:	Future Planning:	

## Current Australian Professional Standards Ratings:

	Graduate	Proficient	Highly Accomplished	Lead	Evidence/Reasoning:
Self-Rating					
Line Manager Rating					

**Line Manager Feedback:**

General Performance Feedback	Progress
Positional roles and responsibilities	
Maintenance of high work standards	
Fulfilment of agreed staff expectations	

**Australian Professional Standards for Teachers:**

	What's Working Well	Even Better If
Professional Practice		
Professional Knowledge		
Professional Engagement		

General Comments:

Staff's signature: \_\_\_\_\_

Date: \_\_\_\_\_

Line Manager's signature: \_\_\_\_\_

Date: \_\_\_\_\_

# CHS – Teaching/Learning Observation

M (Minimal), S (Sound), G (Good), VG (Very Good), E (Excellent), O (Outstanding)

Date:	Year Level:	Roll Class:	Student No:
Subject:	Lesson No:	Start Time:	Finish Time:
Location:	Teacher:		
<b>Lesson Context:</b>			

Professional Knowledge	NA	M	S	G	VG	E	O
Know students and how they learn							
Know the content and how to teach it							
<b>What Went Well:</b>							
<b>Even Better If:</b>							

Professional Practice	NA	M	S	G	VG	E	O
Plan for and implement effective teaching and learning							
Create and maintain supportive and safe learning environments							
Assess, provide feedback and report on student learning							
<b>What Went Well:</b>							
<b>Even Better If</b>							

Professional Engagement	NA	M	S	G	VG	E	O
Engage in professional learning							
Engage professionally with colleagues, parents and the community							
<b>What Went Well:</b>							
<b>Even Better If:</b>							

<b>General Observations</b>	<b>NA</b>	<b>M</b>	<b>S</b>	<b>G</b>	<b>VG</b>	<b>E</b>	<b>O</b>
Was explicit teaching evident during the lesson?							
Did students receive individual instruction or feedback?							
Was there a focus on Higher Order Thinking during the lesson?							
Was there evidence of literacy teaching during the lesson?							
Were students challenged and engaged by the lesson?							
Were NEP students supported with their learning?							
Was the general classroom environment conducive to effective learning?							
<b>What Went Well:</b>							
<b>Even Better If:</b>							

<b>Student Learning Conversations:</b>	<b>NA</b>	<b>M</b>	<b>S</b>	<b>G</b>	<b>VG</b>	<b>E</b>	<b>O</b>
Can the student show you examples of their learning?							
Does the teacher support the student with their learning?							
Does the teacher provide the student with feedback about their learning?							
Does the student have an assessment plan?							
Do assessment tasks include performance criteria?							
Does the student have a good relationship with the teacher?							
<b>What Went Well:</b>							
<b>Even Better If:</b>							

<b>The lesson was completed at the following Australian Professional Standards for Teachers career stage:</b>				
<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Undeveloped	Graduate	Proficient	Highly Proficient	Lead

Observation Completed By: \_\_\_\_\_





# CHS – Teaching/Learning Observation

M (Minimal), S (Sound), G (Good), VG (Very Good), E (Excellent), O (Outstanding)

Date: 10/5/2012	Year Level: 9	Roll Class:	Student No: 21
Subject: Maths	Lesson No: 6	Start Time: 2.35pm	Finish Time: 3.10pm
Location: m12	Teacher: Julie Smith		

## Lesson Context:

New maths lesson introducing trigonometry. The lesson was unplanned and delivered as a special lesson due to the fact that the students were currently finishing a unit of work on Pythagoras.

Professional Knowledge	NA	M	S	G	VG	E	O
Know students and how they learn							
Know the content and how to teach it							
<b>What Went Well:</b>							
Excellent explanation of the topic that was well paced and designed to connect students with the new concept being taught. Your knowledge of the topic was highly evident particularly given the fact that you hadn't planned to teach this skill during the lesson.							
<b>Even Better If:</b>							
Perhaps discuss the purpose for learning trigonometry and then get the students to brainstorm ways trigonometry could be used in society at the start of the lesson. This helps students conceptualise their learning.							

Professional Practice	NA	M	S	G	VG	E	O
Plan for and implement effective teaching and learning							
Create and maintain supportive and safe learning environments							
Assess, provide feedback and report on student learning							
<b>What Went Well:</b>							
Your explicit teaching was well paced and you provided students with clear explanations. Your use of questioning and ensure all students were actively engaged in the demonstration was excellent. Students were on task throughout the lesson and you provided great one to one feedback by moving around the room and speaking to individual students. Good use of voice control and positioning to create teacher presence in the classroom. (See video examples of high quality practice attached). The close to your lesson was excellent. You summarised, informed the students about their learning for next lesson and you ensured that homework/diaries were signed. This is strong management skill that creates outstanding order and routine in your class. The scientific calculator explanation at the end of the lesson was understood by every student.							
<b>Even Better If:</b>							
Nil							

Professional Engagement	NA	M	S	G	VG	E	O
Engage in professional learning							
Engage professionally with colleagues, parents and the community							
<b>What Went Well:</b>							
It is obvious that you work hard at your teaching. Strong evidence of professional learning particularly through the use of your iPad.							
<b>Even Better If:</b>							
Nil							

General Observations	NA	M	S	G	VG	E	O
Was explicit teaching evident during the lesson?							
Did students receive individual instruction or feedback?							
Was there a focus on Critical Thinking during the lesson?							
Was there evidence of literacy teaching during the lesson?							
Were students challenged and engaged by the lesson?							
Were NEP students supported with their learning?							
Was the general classroom environment conducive to effective learning?							

**What Went Well:**

The focus of your practice is totally centred on student learning. You differentiate learning and Callum spoke to me about how to give him different work to do to extend his learning. The setup of your class means that you are the central focus for students. You keep all students engaged through purposeful questioning and by pacing explicit teaching and learning activities in a balanced manner. It is clear that students have great respect for you and an enjoyment of maths.

**Even Better If:**

Maybe the use of the interactive whiteboard to show a simulation of trigonometry. Also, maybe write a preliminary problem on the board to solve rather than using the textbook.

Student Learning Conversations:	NA	M	S	G	VG	E	O
Can the student show you examples of their learning?							
Does the teacher support the student with their learning?							
Does the teacher provide the student with feedback about their learning?							
Does the student have an assessment plan?							
Do assessment tasks include performance criteria?							
Does the student have a good relationship with the teacher?							

**What Went Well:**

Multiple students spoke about how much they enjoy having you as a teacher. Comments such as 'she always gives us help, she explains things clearly, she makes lessons interesting' were common. Students' books were very organised and there was evidence of tests being marked. As students worked they were on task. When Chelsea became loud at the back of the class, you were quickly able to get her and the other student back on task.

**Even Better If:**

Talking to the students, they said that they only did tests for assessment. This may need to be explored further. One student (Clancy) said she didn't understand the introduction to trigonometry but she didn't have the confidence to publicly ask for it to be explained again.

The lesson was completed at the following Australian Professional Standards for Teachers career stage:				
0	1	2	3	4
Undeveloped	Graduate	Proficient	Highly Proficient	Lead

*Well done Julie – thanks for letting me watch the lesson and video some parts of it. Your students are very lucky to have you as their teacher.*

Observation Completed By: Rob Knight

## Teaching/Learning Observation - Running Records

- Very effective questioning of students re: Pythagoras
- Excellent explicit teaching evident
- Students were very attentive
- Choosing different students when questioning is a strong aspect of practice
- All students writing down the example without prompting. Eg opposite side
- Good use of challenge question (eg what happens when you change theta on the triangle?)
- Differentiated learning obvious eg Callum is advanced and Julie provides extension work
- Conversation with Clancy - was still a little unsure, when questioned she said she wasn't confident to ask for help
- Students said they really like Julie as a teacher - better than other maths teachers because she listens and always tries to help
- 2 girls at the front find maths hard because it's always at the end of the day and they are usually tired
- Students not sure about why they are learning trigonometry
- Strong voice control to manage the class
- Summarised similarities and differences between pytho and tri.
- Good finish to the lesson and explained what the students would be doing next lesson eg cos and sin
- Students always have hands in the air when asking questions
- Diaries out - no homework set. Diaries still out and signed by Julie