

# STAFF PROFESSIONAL LEARNING & DEVELOPMENT POLICY 2026

Forming part of Giant Steps Tasmania's *Personnel Manual*

## Policy Statement

This policy is informed by the Tasmanian Department of Education's Professional Learning Policy: <https://www.education.tas.gov.au/documentcentre/Documents/Professional-Learning-Policy.pdf> and by the work undertaken at the Australian Institute for Teaching and School Leadership (AITSL):

[http://www.aitsl.edu.au/docs/default-source/default-document-library/australian\\_teacher\\_performance\\_and\\_development\\_framework](http://www.aitsl.edu.au/docs/default-source/default-document-library/australian_teacher_performance_and_development_framework)

Giant Steps Tasmania shares the view of the AITSL that, "better appraisal, coaching and feedback leading to targeted development can improve ... performance."

This policy is also informed by the Department of Children and Young People (DECYP)'s requirements regarding annual Safeguarding Training, as Giant Steps Tasmania believes that undertaking such work ensures the safety and well-being of its students.

Giant Steps Tasmania believes that facilitating high-quality, thoughtful professional learning and development contributes to maintaining a learning culture and an improvement focus among the various professions on its staff.

Giant Steps Tasmania believes and articulates in its ethos, that learning is a continuous, life-long process and encourages its staff to be self-reflective, supportive of colleagues, open to constructive criticism and aware of evidence-based best practice related to their area of expertise.

## Purpose

The purpose of this policy is to support:

- the development and retention of a highly qualified, skilled, motivated and supported workforce;
- staff in all areas to have the required knowledge and skills to undertake their work and to support each other for learning, growth and achievement;
- all staff to access the learning and development they require to perform effectively;
- innovation and continuous improvement across the organisation.

## Implementation

To achieve its purpose Giant Steps has three key events that guide Professional Learning and Development.

- **Self-Audit** – where the individual staff member considers their individual strengths and areas for development and draws up a **Development Plan**. Staff set their own goals for the areas for development they have identified. At least one additional goal related to the Giant Steps Tasmania Strategic Plan is added. Staff are encouraged to consider how they will collect evidence to show they have reached/ are working towards their goals.
- **\*Discussion with Line Manager** – where the individual staff member has a meeting with their line manager around the middle of the year to discuss their Development Plan and their progress towards their goals. It is the staff member's responsibility to request the meeting at a point where they feel it would be most beneficial. The meeting must take place by the middle of the academic year. The Line Manager works with the staff

member as a critical friend. The staff member may revise their Development Plan if they feel this would be helpful.

- **\*End of year appraisal** – where the staff member has the opportunity to present their Development Plan and the evidence they have collected to their line manager and to discuss their achievements and future training needs. Exceptional progress against goals will be celebrated, but Professional Learning and Development at Giant Steps Tasmania is not linked to pay increments.

*\* While reminders will be posted in the staff room about mid-year reviews and end of year appraisals, it is each staff member's professional responsibility to request a meeting with their line manager for their mid-year review and their end of year appraisal.*

### **Professional Development Days**

In addition to the school's Professional Development Cycle, permanent staff participate in Professional Development (PD) opportunities which take place on student-free days at the start and/or end of terms. These PD opportunities might be run by employees of Giant Steps Tasmania or by external providers and they might take place at Giant Steps Tasmania, or at other venues.

At the start of each academic year, the Principal decides when PD Days will take place and these are noted on the School Calendar which is available on the School's website.

The focus and content of PD Days is determined by individual staff needs and by whole school priorities.

Attendance at PD Days for permanent full-time staff is a requirement.

Attendance for permanent part-time staff is a requirement only if they would normally be working on the day on which the PD is held.

Attendance for permanent part-time staff who would not normally be working at Giant Steps on the day on which the PD is held is not a requirement, but might be recommended by the Principal. In such cases, the staff members concerned would not be required to pay for the training, but would also not be paid to attend. However, if the Principal considers the training to be mandatory, or if receiving the training is part of the school's legal obligation, permanent part-time staff not usually working at Giant Steps on the day on which the training is scheduled would be paid to attend.

If capacity allows, the Principal may invite casual staff to attend training on a PD day.

Attendance for these staff members is optional. They would not be required to pay for the training, but they would not be paid to attend.

Certificates are issued for attendance at all training organised by Giant Steps Tasmania and PD Certificates may be used by staff as evidence to support the attainment of targets at their Appraisals.

Failure to attend on the part of permanent full-time employees of Giant Steps Tasmania and on the part of permanent part-time employees who would normally work on the day on which the PD is held, may result in loss of pay and disciplinary action including termination of contract.

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|-------------------------------|------------------------------|
| Authorised by:                | Paul Bowman                  |
| Position:                     | Chair of Board               |
| Signature:                    |                              |
| Date:                         |                              |
| Original Policy developed by: | Chris Jacobsen               |
| Position:                     | Education Administrator      |
| Date developed:               | March - August, 2016         |
| Date of first review:         | October 2017                 |
| Date of this review:          | December 2023 – January 2024 |

|                            |                                  |
|----------------------------|----------------------------------|
| Reviewed by:               | Chris Jacobsen                   |
| Position:                  | Fairlight Educational Consulting |
| Staff consultation period: | November 2025 – February 2026    |
| Date for next review:      | February, 2028                   |

## **Addenda**

Addendum 1: Review & Appraisal Responsibilities

Addendum 2: Professional Learning & Development Procedures

Addendum 3: Personal Development Plans

Addendum 4: Annual Learning & Development Appraisal Form (Teacher, Therapist, Aide)

Addendum 5: Annual Learning & Development Appraisal Form (Principal)

Addendum 6: Procedure for attending external meetings/ training

## Addendum 1: Review & Appraisal Responsibilities

|                             |                                                                                                                                                                                                                 |
|-----------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Board                       | <ul style="list-style-type: none"><li>•Principal (refer Board's <i>Terms of Reference</i> p. 2)</li><li>•Business Manager (to assist Principal with BM's compliance with Corporation Law as required)</li></ul> |
| Principal                   | <ul style="list-style-type: none"><li>•Business Manager (see above)</li><li>•Leadership Team Members</li><li>•Teachers/ Therapists</li></ul>                                                                    |
| Principal/ Business Manager | <ul style="list-style-type: none"><li>•Administration Assistants</li></ul>                                                                                                                                      |
| Leadership Team Member      | <ul style="list-style-type: none"><li>•Classroom Aides</li><li>•Therapy Aides</li></ul>                                                                                                                         |

## Addendum 2: Professional Learning & Development: Procedures

- Staff write a Development Plan for two areas for growth, plus one strategic goal set by Giant Steps Tasmania. (see Personal Development Plan)
- Mid-year, staff review their Development Plan with their line manager using evidence from two other methods\* of feedback of their choice.
  - Staff revise their Development Plan (if necessary) and continue to collect Evidence of improvement.
- End of year, staff review their Development Plan and the evidence they have collected with their line manager. (see Staff Annual Development Appraisal Form)

**\*Other methods of feedback are:**

- Peer observation and collaboration;
- Direct observation of classroom teaching and learning;
- Student feedback;
- 360-degree assessment and feedback;
- Self-assessment;
- Parent surveys and feedback;
- External observation.

## **PERSONAL DEVELOPMENT PLAN: *TEACHERS***

Record the SMART goals you have for the year, stating the aspects of your practice you would like to focus on, aligned to the *Australian Professional Standards for Teachers*

| <b>GOAL</b><br><br><i>What do I want to achieve?</i> | <b>RELATED TEACHER STANDARD</b><br><br><i>Which of the Australian Professional Standards for Teachers does my goal address?</i> | <b>EVIDENCE TO INDICATE PROGRESS AND ACHIEVEMENT</b><br><br><i>How will I know I've achieved my goal?</i> | <b>ACTION</b><br><br><i>What will I do to achieve my goal?</i> | <b>IMPACT ON STUDENTS</b><br><br><i>How will achievement of my goal impact teaching and learning and improve outcomes for students?</i> | <b>TIME FRAME</b><br><br><i>My goal will be achieved by...</i> | <b>SUPPORT</b><br><br><i>What will help me achieve my goal?</i> |
|------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------|
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## **PERSONAL DEVELOPMENT PLAN: *TEACHER AIDES***

Record the SMART goals you have for the year, stating the aspects of your practice you would like to focus on.

| <b>GOAL</b><br><i>What do I want to achieve?</i> | <b>EVIDENCE TO INDICATE<br/>PROGRESS AND<br/>ACHIEVEMENT</b><br><i>How will I know I've<br/>achieved my goal?</i> | <b>ACTION</b><br><i>What will I do to<br/>achieve my goal?</i> | <b>IMPACT ON STUDENTS</b><br><i>How will achievement of my<br/>goal improve outcomes for<br/>students?</i> | <b>TIME FRAME</b><br><i>My goal will be<br/>achieved by...</i> | <b>SUPPORT</b><br><i>What will help me<br/>achieve my goal?</i> |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------|
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## **PERSONAL DEVELOPMENT PLAN: ALLIED HEALTH**

Record the SMART goals you have for the year, stating the aspects of your practice you would like to focus on.

| <b>GOAL</b><br><i>What do I want to achieve?</i> | <b>EVIDENCE TO INDICATE<br/>PROGRESS AND<br/>ACHIEVEMENT</b><br><i>How will I know I've<br/>achieved my goal?</i> | <b>ACTION</b><br><i>What will I do to<br/>achieve my goal?</i> | <b>IMPACT ON STUDENTS</b><br><i>How will achievement of my<br/>goal improve outcomes for<br/>students?</i> | <b>TIME FRAME</b><br><i>My goal will be<br/>achieved by...</i> | <b>SUPPORT</b><br><i>What will help me<br/>achieve my goal?</i> |
|--------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|-----------------------------------------------------------------|
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## Professional Development Plan: **PRINCIPAL**

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Assessor: \_\_\_\_\_

### Leading teaching and learning

|                                                                                                                                   |                                                                                                                                                              |                                                                                                                                                                                                          |                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ensures the school values underpin and support high-quality inclusive practices. <input type="checkbox"/>                         | Prioritizes creating and sustaining a student-centred learning environment. <input type="checkbox"/>                                                         | Leads a school-wide focus on individual achievement. <input type="checkbox"/>                                                                                                                            | Leads high aspirations in learning and inspires the same in students, staff and parents. <input type="checkbox"/>                                                                                         |
| Sets expectations that all activities are focused on improving student development outcomes. <input type="checkbox"/>             | Motivates staff to keep their teaching practice current through use of research and new technologies. <input type="checkbox"/>                               | Ensures that reflective practices, structured feedback, peer review and use of the <i>Australian Professional Standards for Teachers</i> lead to personal improvement of staff. <input type="checkbox"/> | Establishes systematic methods for collecting and interpreting evidence to identify excellent teaching and learning, and shares successful strategies with the school community. <input type="checkbox"/> |
| Keeps up-to-date with and shares current developments in pedagogy and student engagement with all staff. <input type="checkbox"/> | Develops a robust approach to reviewing the curriculum and pedagogy to ensure a consistently high-quality environment for learning. <input type="checkbox"/> | Systematically monitors and reports on student progress and development and has interventions in place to support improvement. <input type="checkbox"/>                                                  | Encourages staff to contribute to education networks, supporting the learning of others and development of pedagogy. <input type="checkbox"/>                                                             |
| Leads staff and students in identifying and planning high-quality teaching and learning. <input type="checkbox"/>                 | Develops a coaching culture that encourages honest feedback to and from students teachers and parents/carers based on evidence. <input type="checkbox"/>     | Communicates high aspirations and expectations for all. <input type="checkbox"/>                                                                                                                         | Models collaborative leadership and engages with other schools and organisations to share and improve practice and encourage innovation in the education system. <input type="checkbox"/>                 |
|                                                                                                                                   |                                                                                                                                                              | Celebrates success and challenges under-performance <input type="checkbox"/>                                                                                                                             |                                                                                                                                                                                                           |

### Developing self and others

|                                                                                                                                                                           |                                                                                                                                                                        |                                                                                                                                                                                              |                                                                                                                                                                  |
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| Promotes the benefits of professional learning to all staff and ensures willingness and efforts to improve are recognised. <input type="checkbox"/>                       | Seeks leadership potential in others and provides opportunities for their development. <input type="checkbox"/>                                                        | Builds capacity by creating a culture of empowerment, responsibility and self-directed research that leads to the development of a professional learning community. <input type="checkbox"/> | Creates challenging roles, responsibilities and opportunities for staff that grow their talents. <input type="checkbox"/>                                        |
| Develops and implements a personal and organisational vision that links all learning and development activities to better outcomes for students. <input type="checkbox"/> | Identifies and implements professional learning opportunities with staff that are aligned with Staff Development plans and school priorities. <input type="checkbox"/> | Models the importance of health and wellbeing, watching for signs of stress in self and others and takes action to address it. <input type="checkbox"/>                                      | Builds and sustains a coaching and mentoring culture at all levels in the school and has a system of peer review and feedback in place. <input type="checkbox"/> |
| Works with staff to identify and prioritise professional learning needs. <input type="checkbox"/>                                                                         | Applies effective performance and development processes so that success is celebrated, underperformance addressed <input type="checkbox"/>                             | Modifies leadership behaviour based on learning from experience and feedback <input type="checkbox"/>                                                                                        | Mentors other principals to support their growth and development and help them to address specific issues. <input type="checkbox"/>                              |



|                                                                                        |                                                                                                           |                                                                                                                                              |                                                                                                                      |
|----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|
| Models personal and professional learning that is clearly linked to school priorities. | and complacency challenged.                                                                               | from colleagues.                                                                                                                             | Seeks opportunities for professional growth through engaging in state, national and global educational developments. |
| Seeks support from others as appropriate.                                              | Provides staff with regular and effective feedback on their performance, working together on improvement. | Evaluates whether professional learning undertaken by self and staff has had the desired impact on students and has been shared with others. |                                                                                                                      |

### Leading improvement, innovation and change

|                                                                                                                                                              |                                                                                                                                                           |                                                                                                                                                 |                                                                                                                                                    |
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| Identifies the need for innovation and improvement in line with the school's vision and values and is informed by student learning and development outcomes. | Develops a process and common language for change, which supports the implementation of the vision and strategic plan.                                    | Maintains own values whilst adapting flexibly and strategically to changes in the environment, to secure the ongoing improvement of the school. | Embeds a culture of continuous improvement, ensuring research, innovation and creativity are core characteristics of the school.                   |
| Communicates the need for change to the whole-school community in an inspirational and logical way.                                                          | Evaluates outcomes and refines actions as change is implemented, paying attention to social, political and local circumstances.                           | Leads and implements the appropriate use of new technologies in all aspects of the school's development.                                        | Leads educational networks by trialling and exploring new ideas for the system, acting as a guide, coach and mentor to staff and colleagues.       |
| Deepens own knowledge and understanding of improvement strategies, leading change and innovation at a whole-school level.                                    | Takes account of the impact of change on others, providing opportunities for regular feedback so that change is owned by the school community.            | Builds a culture of trust and collaboration where change and innovation based on research and evidence can flourish.                            | Evaluates the personal and organisational effects of change through regular feedback from stakeholders and evidence of impact on student outcomes. |
| Engages and inspires staff to commit to evidence-based improvement, change and innovation that has a positive impact on student development.                 | Distributes leadership and encourages staff to build consensus across the school community and to take individual responsibility for implementing change. | Embeds collaborative and creative practices in the school, allowing everyone to contribute to improvement and innovation.                       | Has an innovative and outward-focused role as a leader influencing school excellence across the system.                                            |

### Leading the management of the school

|                                                                                                              |                                                                                                                              |                                                                                                                                                    |                                                                                                                 |
|--------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| Aligns management procedures and processes to the educational goals and the vision and values of the school. | Embeds effective decision-making processes and builds a cohesive team.                                                       | Ensures management procedures are fully understood by staff who take collective responsibility for the smooth and efficient running of the school. | Identifies trends and influences that will have an impact upon the management of the school and plans for them. |
| Ensures employment practices and decisions are consistent with legislative requirements.                     | Analyses what data is important and plans how it should be used in the support of student learning and development outcomes. |                                                                                                                                                    |                                                                                                                 |

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| <p>Allocates resources effectively to maintain the day-to-day operations of the school and evaluates their impact on student outcomes and value for money. <input type="checkbox"/></p> <p>Clarifies for staff the relationship between the school's vision and values and the operational tasks that support them. <input type="checkbox"/></p>                                                                                                                                                                                                                                                                                                                                               | <p>Makes best use of technology to record, analyse and share information, to monitor progress against goals, and support new ways of working. <input type="checkbox"/></p> <p>Models exemplary professional behaviour and promotes ethical standards throughout the school community. <input type="checkbox"/></p>                                                                                                                                                                                                                                                                                                                                                                  | <p>Introduces best practice in human resource management to ensure the school can attract, retain and motivate all staff. <input type="checkbox"/></p> <p>Reviews and improves plans regularly with the school's governing body so that the school's vision can be realised. <input type="checkbox"/></p> <p>Uses a consultative approach with students, staff and the wider community to develop formal strategic plans. <input type="checkbox"/></p>                                                                                                                                                          | <p>Reviews the effectiveness of processes and use of data to improve school performance. <input type="checkbox"/></p> <p>Shares best management practice and use of resources with other schools and education networks. <input type="checkbox"/></p> <p>Embeds a culture of review, responsibility and shared accountability to achieve high standards for all. <input type="checkbox"/></p>                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Engaging and working with the community</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Promotes parent/ carer engagement as a key aspect of raising the achievement and development of all students. <input type="checkbox"/></p> <p>Supports the development of a strong school governing body that is representative of the community. <input type="checkbox"/></p> <p>Leads an inclusive curriculum and school culture that promotes understanding of and respect for the histories, cultures and languages of Australia's diverse communities. <input type="checkbox"/></p> <p>Builds partnerships with the local community and external stakeholders so they are aware of the vision and values of the school and can contribute to its success. <input type="checkbox"/></p> | <p>Draws on expertise from other organisations to enhance and enrich the learning experience for students and their families. <input type="checkbox"/></p> <p>Encourages the community to use school facilities in order to strengthen community engagement with the school. <input type="checkbox"/></p> <p>Identifies and implements strategies to meet the diverse needs of students and their families. <input type="checkbox"/></p> <p>Challenges low expectations and closes gaps in achievement. <input type="checkbox"/></p> <p>Understands the strengths and needs of their communities, promoting high expectations and achievement for all. <input type="checkbox"/></p> | <p>Works with other agencies to support the health, wellbeing and safety of students and their families. <input type="checkbox"/></p> <p>Creates specific strategies for hard-to-reach parents and carers. <input type="checkbox"/></p> <p>Explores the use of technology to deepen the engagement of parents and carers in student learning and development. <input type="checkbox"/></p> <p>Establishes innovative processes to gather regular feedback from families and the local community that is systematically used to review school practices and inform decision-making. <input type="checkbox"/></p> | <p>Leads the school as an inclusive outward-facing organisation. <input type="checkbox"/></p> <p>Links with and provides support to other schools in effective community and family engagement. <input type="checkbox"/></p> <p>Draws on best practice nationally and internationally to embed a culture of inclusion and high expectations for all. <input type="checkbox"/></p> <p>Takes steps to tackle the effects of disadvantage on learning and development. <input type="checkbox"/></p> <p>Develops a mutually supportive, collaborative and trusting relationship with the community to ensure engagement in the life of the school. <input type="checkbox"/></p> <p>Collaborates effectively with other schools and agencies to promote an excellent education system in which everyone can thrive. <input type="checkbox"/></p> |

**Ratings Explained**

0 = no evidence; 1 = some evidence; 2 = substantial evidence; 3 = extensive evidence

## Addendum 4: Annual Learning & Development Appraisal Form (Teacher, Therapist, Aide)

### ANNUAL LEARNING & DEVELOPMENT APPRAISAL FORM (Teacher, Therapist, Aide)

[A copy of this form is given to the staff member. This form and copies of all evidence is placed on the staff member's Personnel File]

Name: \_\_\_\_\_ Role: \_\_\_\_\_ Date: \_\_\_\_\_

| AREA                     | Progress towards goals<br>(i.e. level of improvement made) | Evidence attached                                                                                                   | PD undertaken<br>(titles of courses/<br>workshops) | Future PD/ Support<br>requested by staff member | Future PD/ Support<br>identified by line manager/<br>Principal |
|--------------------------|------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|-------------------------------------------------|----------------------------------------------------------------|
| 1.                       | Some/<br>Considerable/<br>All goals met/<br>Exceptional    | Relevant <input type="checkbox"/><br>Timely <input type="checkbox"/><br>Variety of sources <input type="checkbox"/> |                                                    |                                                 |                                                                |
| 2.                       | Some/<br>Considerable/<br>All goals met/<br>Exceptional    | Relevant <input type="checkbox"/><br>Timely <input type="checkbox"/><br>Variety of sources <input type="checkbox"/> |                                                    |                                                 |                                                                |
| 3.                       | Some/<br>Considerable/<br>All goals met/<br>Exceptional    | Relevant <input type="checkbox"/><br>Timely <input type="checkbox"/><br>Variety of sources <input type="checkbox"/> |                                                    |                                                 |                                                                |
| Staff member's comments: |                                                            |                                                                                                                     |                                                    |                                                 |                                                                |
| Line Manager's comments: |                                                            |                                                                                                                     |                                                    |                                                 |                                                                |
| Staff signature:         |                                                            |                                                                                                                     | Line Manager's signature:                          |                                                 |                                                                |

## ADDENDUM 5: ANNUAL LEARNING & DEVELOPMENT APPRAISAL FORM (Principal)

| <b>ANNUAL LEARNING &amp; DEVELOPMENT APPRAISAL FORM (Principal)</b> |                                                                   |                                                                                                                                          |                                                     |                                                  |                                                      |
|---------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------|--------------------------------------------------|------------------------------------------------------|
| <b>Name:</b> _____                                                  |                                                                   |                                                                                                                                          | <b>Date:</b> _____                                  |                                                  |                                                      |
| <b>AREA</b>                                                         | <b>Progress towards goals</b>                                     | <b>Evidence attached</b>                                                                                                                 | <b>PD undertaken (titles of courses/ workshops)</b> | <b>Future PD/ Support requested by Principal</b> | <b>Future PD/ Support identified by Board Member</b> |
| <b>1.</b>                                                           | <b>Some/<br/>Considerable/<br/>All goals met/<br/>Exceptional</b> | <b>Relevant</b> <input type="checkbox"/><br><b>Timely</b> <input type="checkbox"/><br><b>Variety of sources</b> <input type="checkbox"/> |                                                     |                                                  |                                                      |
| <b>2.</b>                                                           | <b>Some/<br/>Considerable/<br/>All goals met/<br/>Exceptional</b> | <b>Relevant</b> <input type="checkbox"/><br><b>Timely</b> <input type="checkbox"/><br><b>Variety of sources</b> <input type="checkbox"/> |                                                     |                                                  |                                                      |
| <b>3.</b>                                                           | <b>Some/<br/>Considerable/<br/>All goals met/<br/>Exceptional</b> | <b>Relevant</b> <input type="checkbox"/><br><b>Timely</b> <input type="checkbox"/><br><b>Variety of sources</b> <input type="checkbox"/> |                                                     |                                                  |                                                      |
| <b>Principal's comments:</b>                                        |                                                                   |                                                                                                                                          |                                                     |                                                  |                                                      |
| <b>Board member's comments:</b>                                     |                                                                   |                                                                                                                                          |                                                     |                                                  |                                                      |
| <b>Principal's signature:</b>                                       |                                                                   |                                                                                                                                          | <b>Board member's signature:</b>                    |                                                  |                                                      |

## **ADDENDUM 6: PROCEDURE FOR ATTENDING EXTERNAL MEETINGS/ TRAINING**

**This form, together with the following information, is printed on blue paper and copies are available in the staffroom**

Members of staff may receive invitations to attend meetings or external training programs during times when the school is in session. As the safety, wellbeing and education of the students is paramount, if the request involves an event scheduled closer than a fortnight, the member of staff declines to attend or requests a postponement. Any requests involving events scheduled closer than 2 weeks away (i.e. those that cannot be postponed) **MUST** be made directly to the Principal (i.e. if a staff member receives a call or email asking them to attend an event with less than 2 weeks' notice, the caller must be directed to contact the principal.)

If the event is scheduled to take place in more than two weeks' time, staff members must follow this procedure:

- The staff member completes the form below and passes it to the principal.
- The principal may approve the meeting, in which case he stamps the form ("Approved"), passes a copy of the form to the appropriate member of the Leadership Team so that the staff member's absence can be covered, a copy of the form to the Business Manager and returns the original to the staff member so they can respond to the invitation.
- It is the staff member's responsibility to ensure that their absence has been covered before they attend the meeting.
- The principal may not give permission if it means that the school will be short staffed.
- If a meeting is called by a member of Giant Steps Tasmania's staff, they will ensure that a minimum of 2 weeks' notice is given, unless the meeting is taking place at the end of the teaching day and does not require the attendance of professionals from other organisations, in which case it is NOT necessary to complete this form.
- If it is the principal who needs to attend a meeting/ external training, he will complete the attached form and pass it to the Administration Assistant who will enter the information into the Principal's electronic diary to ensure that the Business Manager, other Administration staff and the Leadership Team are aware of his forthcoming absence.
- Any staff member attending a meeting during school time will brief their colleagues about the meeting at the next available Professionals' Meeting.

### **REQUEST TO ATTEND MEETING/ EXTERNAL TRAINING**

**Name of staff member:** \_\_\_\_\_

**Date of request:** \_\_\_\_\_

**Date of event:** \_\_\_\_\_ (minimum of two weeks' notice)

**Venue:** \_\_\_\_\_

**Invitation received from:** \_\_\_\_\_

**Time of event:** \_\_\_\_\_ **Time of return:** \_\_\_\_\_

**Purpose of event:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

**Principal's Response: Approved/ Not Approved**

**Comments:** \_\_\_\_\_

***A copy of this request has been passed to the appropriate member of the Leadership Team***

☐ ***and the Business Manager*** ☐

***(Principal to tick as appropriate)***