



**Department of
Education**

Employee Performance Procedures - to be replaced on 17 February 2026

Effective date: 15 March 2016

Version: 2.8

Last update date: 21 March 2024

These procedures must be read in conjunction with the Employee Performance Policy - to be replaced 17 February 2026.

Table of contents

1. Policy supported	3
2. Scope	3
3. Procedures	3
3.1 Procedures	3
3.2 Teachers and school administrators	4
3.3 Principals	5
3.4 Public service officers, other officers and school support staff	6
4. Definitions	7
5. Related documents	9
6. Contact information	10
7. History of changes	10
8. Appendices	15
9. More information	15
Procedure review date	15
Procedure last updated	15

These procedures must be read in conjunction with the Employee Performance Policy - to be replaced 17 February 2026.

1. Policy supported

Employee Performance Policy - to be replaced 17 February 2026

2. Scope

These procedures apply to all employees.

3. Procedures

3.1 Procedures

All employees are required to carry out duties and responsibilities with due competence and care, in accordance with the requirements of their respective roles.

All employees will participate in a performance management process consistent with the Performance Management Standard where:

- they regularly demonstrate accountability for their performance;
- they have access to growth and development opportunities that allow for employee interests; and
- the process links to the intended outcomes of the Department's strategic directions.

Guidance

See Appendix A: Good Practice in Performance Management.

Professional learning is available for all line managers and should be accessed through the Institute for Professional Learning.

Templates can be found on Ikon (staff only).

Performance management is a process conducted between an employee and their line manager. If there is a breakdown in this relationship, an employee may request an alternative performance manager.

Should there be concerns relating to an employee's performance, line managers should contact Labour Relations Branch on 9264 4921 for assistance as early as possible.

Grievances and breach claims

If an employee is concerned about the evaluation of their performance, or the performance management process followed, they should discuss their concerns with their line manager or, in the case that the concern is with their line manager, with the line manager's superordinate.

Where informal resolution fails, an employee may use the grievance procedures contained in the Department's Grievance Framework or lodge a breach of Standard (staff only) claim under the Public Sector Management (Breaches of Public Sector Standards) Regulations 2005 at:

WorkforcepolicyandcoordinationBOSC@education.wa.edu.au

3.2 Teachers and school administrators

Principals, or their nominees, will conduct performance management with teachers and school administrators who have a teaching role, using the Australian Professional Standards for Teachers (the Standards) and the Australian Teacher Performance and Development Framework.

Principals, or their nominees, will:

- identify and document performance and development goals linked to the Standards, directed at developing each teacher's performance through building capacity, growing professional knowledge, and developing skills;
- provide access to high quality professional learning that is discussed in the context of the Standards, on-going registration requirements, and each teacher's development and career aspirations;
- provide regular and timely formal and informal feedback against performance and development goals, including a formal documented annual review;
- use a variety of evidence in providing performance feedback that includes, as a minimum: data showing impact on student outcomes; information based on direct observation of teaching; and evidence of collaboration with colleagues; and
- observe confidentiality, keep documentation secure as part of official Department records and provide employees with copies of documentation.

Principals, or their nominees, will reference job description forms for school administrators who do not teach, or who undertake partial administration duties.

Where a teacher's performance is identified as not meeting the applicable stage of the Standards, or a school administrator is not meeting the expectations of their role statement, principals, or their nominees, will:

- refer to the Substandard Performance Procedures;
- provide support for teachers to improve;
- advise affected teachers in writing of the aspects of their performance not meeting expected standards; and
- advise affected teachers of the potential consequences, which may include a range of sanctions, including termination of their employment, should their performance be found substandard.

Guidance

Previous performance management documentation from other schools may be sought and referenced by line managers.

The Standards provide expected levels of performance for teachers at the Graduate and Proficient career stages, as applicable.

Where video recordings of classroom practice are used as evidence in performance management discussions:

- a teacher and their line manager should discuss and agree how the process may be conducted; and
- once those discussions are finalised, and no further reference to the video recording is required, there is no need to keep the recording.

The AITSL website Teachers Landing Page provides a range of support material for teachers and line managers, including Illustrations of Practice, TeacherToolkit, Classroom Practice Continuum, and the My Standards App Self-Assessment Tool.

A template for documenting a performance process with teachers can be found on Ikon (staff only). Support is available for line managers from Labour Relations on 9264 4921.

3.3 Principles

Line managers will undertake the performance management of principals in accordance with Appendix B - Principals' Professional Review.

Principals will comply with the requirements of Appendix B - Principals' Professional Review and Appendix C - Statement of Expectations when undertaking performance management, as applicable.

Where performance is identified as not meeting the expected standard, line managers will refer to the Substandard Performance Procedures.

Guidance

The Institute for Professional Learning provides a range of activities to support principals.

The [AITSL website](#) provides information for principals.

3.4 Public service officers, other officers and school support staff

Line managers will:

- conduct and document performance management based on the position's job description form;
- identify and document performance and development goals linked to the job description form and directed at developing performance through building capacity, growing professional knowledge, and developing skills;
- provide access to high quality professional learning;
- provide formal and informal feedback, including a formal documented review, against performance and development goals;
- use a variety of evidence in providing performance feedback; and
- observe confidentiality, keep documentation secure as part of official Department records and provide employees with copies of documentation.

Where performance is identified as not meeting the expected standard, line managers will:

- refer to the Substandard Performance Procedures;
- provide support for employees to improve;
- advise affected employees in writing of the aspects of their performance not meeting expected standards; and
- advise affected employees of the potential consequences, which may include a range of sanctions, including termination of their employment, should their performance be found substandard.

Guidance

A range of templates can be found on [Ikon](#) (staff only).

For school psychologists, the professional manager in consultation with the respective principal(s) use the job description and [Competency Framework for School Psychologists](#) (staff only).

The [Competency Framework for School Corporate Services Staff](#) (staff only) is a useful reference.

The Public Sector Commission's [Building Leadership Impact](#) provides behaviours and associated mindsets for positive leadership at all levels in the public sector. Refer to the [Access Building Leadership Impact professional learning and resources](#) (staff only) page on Ikon to identify the leadership context for any role and use the practical tools and professional learning resources for self-reflection and to further develop the behaviours expected in each leadership context

4. Definitions

Accountability

The demonstration of an employee's due competence and care in performing functions, responsibilities and obligations as they relate to the intended outcomes of the workplace and thus to the Department's purpose.

Employee interests

Refer to the employee's career and professional development needs and personal circumstances that need to be considered when negotiating work arrangements, discussing career aspirations and development opportunities, and when making an informed assessment of employee performance

Performance Management

The formal and informal continuous process of evaluating and supporting an employee's performance in the workplace.

Performance management standard

As defined by the Public Sector Commission:

"Outcome: The performance of all employees is fairly assessed to achieve the work- related requirements of the public sector body while paying proper regard to employee interests.

Standard: The minimum standard of merit, equity and probity is met for performance management if:

- an employee is informed about how their performance will be managed and the results of their performance assessment;
- a proper assessment of the employee's performance takes into account both the work- related requirements of the job and identified employee interests; and
- processes, decisions and actions are impartial, transparent and capable of review."

Procedural fairness

A process that demonstrates procedural fairness is one in which:

- decision makers act fairly and provide reasons for decisions;
- the person affected is given a fair hearing;
- all parties to a matter have an opportunity to put their case where an adverse decision or finding is made; and
- all relevant arguments are considered and irrelevant arguments are excluded.

Subordinate

The person to whom an individual's line manager reports or a more senior manager.

5. Related documents

Relevant legislation or authority

[Commissioner's Instruction: Code of Ethics](#)

[Commissioner's Instruction: Performance Management Standard](#)

[Equal Opportunity Act 1984](#)

[Freedom of Information Act 1992](#)

[Industrial Relations Act 1979](#)

[Public Sector Management Act 1994](#)

Related Department policies

[Records Management](#)

[Staff Conduct and Discipline](#)

Other documents

[Australian Professional Standards for Teachers](#)

[Australian Teacher Performance and Development Framework](#)

[Australian Professional Standard for Principals](#)

[Grievance Framework](#)

[Managing a Breach of Public Sector Standard Claim](#)

[Industrial instruments applicable to Department of Education employees \(staff only\)](#)

[Department of Education Information Statement 2019](#)

6. Contact information

Policy manager:

Director, Workforce Policy and Coordination

Policy contact officer:

Manager, Workforce Policy

T: (08) 9264 5040

Other:

Labour Relations

T: (08) 9264 4921

Workforce Policy and Co-ordination

T: (08) 9264 5081

7. History of changes

Effective date	21 July 2010
Last update date	5 July 2012
Procedure version no.	1.2
Notes	Guidelines in section 4.2 amended to reflect changes to School Education Act Employees' (Teachers and Administrators) General Agreement as per D12/0372966, nomenclature throughout policy updated, definition of performance management updated.

Effective date	28 September 2012
Last update date	
Procedure version no.	1.3
Notes	Changes to reflect the National Professional Standards for Teachers. Changes endorsed by Corporate Executive at meeting 7 September 2012.
<hr/>	
Effective date	28 September 2012
Last update date	11 July 2013
Procedure version no.	1.3
Notes	Amendment of references to National Professional Standards for Teachers to Australian Professional Standards for Teachers. D13/0098087 Amendment to references to documents as per D13/0222254.
<hr/>	
Effective date	28 September 2012
Last update date	23 August 2013
Procedure version no.	1.3
Notes	Updated link to Australian Professional Standard for Teachers in Appendix A. D13/0394461
<hr/>	
Effective date	17 December 2013
Last update date	
Procedure version no.	1.4
Notes	Addition of procedure at section 4.2 and Appendix C. Changes endorsed by Corporate Executive 2 December 2013.
<hr/>	
Effective date	17 December 2013
Last update date	19 December 2013
Procedure version no.	1.4

Notes	Addition of point about leave management to Appendix A, Section 3. D13/0666788
Effective date	17 December 2013
Last update date	27 February 2014
Procedure version no.	1.5
Notes	Minor change to formatting in Appendix C. D14/0061908
Effective date	28 July 2014
Last update date	
Procedure version no.	1.6
Notes	Numerous changes throughout policy D14/0259580, D14/0323911 and D14/0369019.
Effective date	28 July 2014
Last update date	
Procedure version no.	1.7
Notes	Appendix B updated to reflect v1.6 changes prior to policy taking effect.
Effective date	28 July 2014
Last update date	12 September 2014
Procedure version no.	1.8
Notes	Update to guidance re: professional development and career guidance in section 4.2. D14/0434228
Effective date	28 July 2014
Last update date	1 December 2014
Procedure version no.	1.9
Notes	Minor changes to guidance and appendix C. D14/0527043.

Effective date	15 March 2016
Last update date	
Procedure version no.	2.0
Notes	Major review undertaken and policy reformatted into policy and procedures. Endorsed by the Director General at Corporate Executive on 12 February 2016.
<hr/>	
Effective date	15 March 2016
Last update date	28 April 2016
Procedure version no.	2.1
Notes	Corrected link for Australian Professional Standards for Teachers. D16/0260595
<hr/>	
Effective date	15 March 2016
Last update date	10 June 2016
Procedure version no.	2.2
Notes	Minor amendments in response to Corporate Executive decision on 12 February 2016. Endorsed by the Director General at Corporate Executive on 29 April 2016. Minor amendments to Appendix C, Employee Performance Procedures and Appendix A, Substandard Performance Procedures confirmed by Policy Subcommittee on 1 June 2016.
<hr/>	
Effective date	15 March 2016
Last update date	1 July 2016
Procedure version no.	2.3
Notes	Addition to Guidance under section 3.3 to include information for school psychologists. D16/0419291
<hr/>	

Effective date	15 March 2016
Last update date	20 July 2016
Procedure version no.	2.5
Notes	Deletion of text in Guidance under s3.1. D16/0460534

Effective date	15 March 2016
Last update date	25 May 2020
Procedure version no.	2.5
Notes	Minor changes to update broken links. D20/0260934

Effective date	15 March 2016
Last update date	13 January 2021
Procedure version no.	2.6
Notes	Minor changes to replace the Regional Executive Director position title with Director of Education D20/0647278.

Effective date	15 March 2016
Last update date	17 May 2023
Procedure version no.	2.7
Notes	Minor changes to guidance D23/1147634.

Effective date	15 March 2016
Last update date	21 March 2024
Procedure version no.	2.8
Notes	Minor change to guidance D24/0201989

8. Appendices

Appendix A: [Good Practice in Performance Management](#) (PDF file - 47.6kB)

Appendix B: [Principals' Professional Review](#) (PDF file - 23.9kB)

Appendix C: [Principals' Statement of Expectations](#) (PDF file - 55.5kB)

9. More information

Supporting content

Policy

[Employee Performance Policy - to be replaced 17 February 2026](#)

Future policy

[Employee Performance and Development policy and procedures v3.0 - effective 17 February 2026](#)

Procedure

[Substandard Performance Procedures](#)

Procedure review date

15 March 2019

Procedure last updated

21 March 2024