



# Annual Performance Development Plan for teachers

Before completing, teachers and their supervisors should read and develop a clear understanding of the following documents:

- [Queensland State Schools Annual Performance Review process for teachers – Overview](#)
- [Queensland State Schools Annual Performance Review process for teachers – A step-by-step guide](#)
- [Australian Professional Standards for Teachers](#)

These documents can be found at <http://education.qld.gov.au/staff/development/performance/library/index.html>

The Annual Performance Development Plan (APDP) needs to be developed in alignment with the [Australian Professional Standards for Teachers](#).

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

School: \_\_\_\_\_

Agreement date: \_\_\_\_\_ Final review date: \_\_\_\_\_

## School priorities (from the school's Annual Implementation Plan):

<b>Phase 1 — Reflection</b> A self-assessment tool is recommended to determine areas of strength and areas for development			
Domains of teaching	Standards	Areas of strength	Areas for development
Professional knowledge	1. Know students and how they learn		
	2. Know the content and how to teach it		
Professional practice	3. Plan for and implement effective teaching and learning		
	4. Create and maintain supportive and safe learning environments		
	5. Assess, provide feedback and report on student learning		
Professional engagement	6. Engage in professional learning		
	7. Engage professionally with colleagues, parents/carers and the community		

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### 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](#).

Focus areas for development As per reflection	Agreed performance development goals Refer to <a href="#">SMART goals framework</a> - Specific, Measurable, Achievable, Relevant, Time-phased	Actions to develop capability Be specific about what actions you intend to undertake and the support and <a href="#">professional learning</a> you will require.	Indicators of success What will you/others see if your goal is achieved?  Refer to <a href="#">Documentary Evidence Guides</a>	Phase 2 - Reflections, comments and notes on 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 goals.

#### Optional

Career aspirations	Career goals	Actions to develop capability	Indicators of success

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**Phase 3 — Feedback and review (final review)****Review of performance against planned goals**

<b>Focus areas for development</b>	<b>Agreed performance development goals</b>	<b>Performance outcome</b> (achieved, ongoing, not achieved)	<b>Comment</b>

**Teacher overall comment**

- What has been a significant area of growth or success in my teaching practice and why?
- What have been 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 my teaching performance and development?
- 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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