



SAPPA Vision 2020 - 2021

Advocacy and support for all primary leaders to be:

- Confident in leading quality teaching and learning.
- Skilled in developing leadership in themselves and others.
- Courageous, creative, and efficient in attending to the things that matter.

SAPPA’s priorities are determined at the beginning of each year by the SAPPA Board.

The SAPPA Strategic Plan is a working document based on these priorities and guides the direction of the SAPPA Reference Groups.

The SAPPA Strategic Plan is reviewed at the end of each calendar year by the SAPPA Board to measure the progress of each priority.

SAPPA Strategic Plan 2020 - 2021

Curriculum, Pedagogy and Innovation	
Goals	KPIs
<p>Advocate for ‘Pedagogy’ in the work of the Learning Improvement Division. Influence the impact of Learning Improvement Division’s work within schools.</p>	<p>SAPPA members informed of progress. SAPPA reference group works with members to manage implementation (eg <i>SAPPA Best Advice</i> paper on using new ‘format’).</p>
<p>Development of ‘Formative Assessment’ and ‘Differentiation’ best advice papers and associated resources for educators.</p>	<p>Co-constructed <i>Best Advice</i> papers available to leaders. Research presented once per term by members of reference group.</p>
<p>Development of ‘<i>Leading world class teaching and learning: Navigating the curriculum to develop expert learners</i>’ resources.</p>	<p>Launch <i>Leading World Class Teaching and Learning</i> resource by the end of Term 3, 2020.</p>

Human Resources and Resourcing Achievements	
Goals	KPIs
<p>HR processes, resources and timelines achieve equitable HR outcomes for all sites.</p>	<p>All schools have the right staff in the right place at the right time.</p>
<p>Year 7 to High School HR processes clear, transparent and timely.</p>	<p>Primary leaders confident and optimistic.</p>
<p>Parity of leadership with secondary schools.</p>	<p>Primary leadership delivering quality outcomes in all aspects of school operations and primary leader wellbeing enhanced.</p>

Inclusive Education

Goals	KPIs
The Inclusive Education Support Program (IESP) process is easily understood, transparent and efficient for leaders.	Improved work stream: Identifying students with need. Access to support. Implement adjustments.
Transparency and efficiency of <i>One Child One Plan</i> innovation.	<i>One Child One Plan</i> is refined in response to funding reform requirements.
Advocate for changes to reduce workload to free up time for educational leadership. Advocate for transparency and equity in provision of Support Services.	Site leaders are confident in working with Support Services to meet the needs of students.

Leaders' Professional Learning

Goals	KPIs
Building capacity of leaders through professional learning.	Have a clear event planner for each function – roles allocated. Feedback from the annual conference and SAPPA workshops and forums that events have met needs. Equitable outcomes for all leaders.
Engage with the department and co-construct primary leaders' learning.	Ongoing relationships established with the Academy (Orbis). Professional learning opportunities are in place in collaboration with other associations. Effective and timely professional learning opportunities are in place. Leaders are informed and knowledgeable on current research and effective practices. Learning needs of newly appointed SAPPA members are well supported.

Wellbeing and Efficiency

Goals	KPIs
Recommendations of ' <i>Paradox of the Principals</i> ' research (by Dr Chris Dolan) are used to influence the department's support for leaders.	Position Paper developed (in collaboration with SASPA). Leader capacity developed.
Achievement of workload efficiency (short cuts).	Efficient policies developed (eg <i>Attendance, Bullying and Harassment, Sunsmart</i>). Prepare paper ' <i>10 tips on how to maintain leader wellbeing</i> '.
Enhanced leader wellbeing.	Data shared with the department to build on effectiveness of wellbeing programs and to identify areas for development.