

**Curriculum, Pedagogy and Innovation**

| Goal   | Strategies   | KPIs   |
|--|--|--|
| <p>Advocate for 'Pedagogy' in the work of the CAL</p> <p>Influence the impact (CAL) within schools.</p> <p><b>A</b>dvocacy</p>                               | <p>Establish and maintain relationship with incoming Executive Director.</p> <p>Continue to work on the Dialogic framework with SASPA as joint partners.</p> <ul style="list-style-type: none"> <li>- Promotion of engagement and Student Voice</li> </ul> | <ul style="list-style-type: none"> <li>- Ongoing advocacy for Social &amp; Emotional Learning to be promoted by DfE as an integral part of education</li> <li>- Dialogic framework has evidence and examples attached to the key ideas</li> </ul>  |
| <p>Development of '<i>Leading and Learning ; Navigating the curriculum to develop expert learners</i>' resources</p> <p><b>P</b>romotion</p>                 | <p>Ensure that there is an equitable and focused lens on LGU to ensure that the support meets the needs of schools and is distributed across the state.</p> <p>Reference group meets with Director of Curriculum to help share best advice paper</p>       | <ul style="list-style-type: none"> <li>- SAPPA has input into state wide Literacy and Numeracy strategy</li> </ul>   |
| <p>Development of 'Differentiation' and 'Personal and Social Capability' best advice papers and associated resources for educators</p> <p><b>S</b>upport</p> | <p>Network of B leaders as to how they use our best advice papers and curriculum resources. This is the conduit to SEG as well as CAL.</p> <p>Ongoing promotion in SAPPA News of current and previous best advice papers.</p>                              | <ul style="list-style-type: none"> <li>- The Differentiation and Formative Assessment papers promoted on DfE communication channels (LinkED)</li> <li>- Papers easy to find in new SAPPA website</li> <li>- Co-construct best advice papers on the teaching of Personal and Social Capabilities</li> </ul> |

Human Resources and Resourcing Achievements

| Goals   | Strategies   | KPIs   |
|---|--|--|
| <p>HR processes, resources and timelines achieve equitable HR outcomes for all sites.</p> | <p>Explore attraction and retention strategies for hard to staff schools.<br/>           Invite HR representative to attend meetings and work with leaders on solutions.<br/>           Develop school centered timelines.<br/>           Utilise tensions in <i>Paradoxes of the Principals</i> research to inform actions.</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>Documentation of the issues primary schools are facing (see diagram).<br/>           Develop clear guarantees for leadership density in primary schools.<br/>           Clear forward statements re HR developed for 2022.<br/>           Flexibility in HR to manage the cross over into 2022.<br/>           Develop position paper on Primary facilities to highlight use of space in the contemporary primary school.</p> | <p>Primary leaders confident and optimistic.</p>   |
| <p>Parity of leadership with secondary schools.</p>                                       | <p>Development of rationale re this issue.</p> <ul style="list-style-type: none"> <li>- what will be better if we have parity; align to learning and wellbeing, attractiveness of the role?</li> </ul>   | <p>Primary leadership delivering quality outcomes in all aspects of school operations (instructional leadership, HR, facilities, finance, parent engagement, school based preschool, OSHC...) and primary leader wellbeing enhanced.</p> |

**Inclusive Education**

| Goals  | Strategies  | KPIs  |
|--|---|---|
| <p>The Inclusive Education Support Program (IESP) process is easily understood, transparent and efficient for leaders.</p>   | <ul style="list-style-type: none"> <li>• Clear role description of options / service providers within the department shared with SAPPA members.</li> <li>• Key departmental personnel (eg Ian May / IESP team) identified and invited to meetings.</li> <li>• Identify myths / facts in relation to IESP and service provision and communicate these to SAPPA members.</li> <li>• Clearly identify the requirements for applications (objective not subjective – consistency of information and reliability)</li> <li>• Collect and document member feedback to drive proposals for improved processes.</li> <li>• Timeless of funding and assessment processes to be made transparent (are there KPIs?)</li> </ul> | <p>Improved work stream:</p> <p>Identifying students with need.</p> <p>Access to support.</p> <p>Implement adjustments.</p> |
| <p>Transparency and efficiency of <i>One Child One Plan</i> (OCOP) innovation.</p>   | <ul style="list-style-type: none"> <li>• <i>One Plan</i> data analysed and feedback used to inform improvement for Support Services in schools.</li> <li>• Clarification of finalization of the final One Plan</li> <li>• Release Date (Board meeting)</li> <li>• Who's in the team?</li> </ul>   | <p><i>One Child One Plan</i> is refined in response to funding reform requirements.</p>                                     |
| <p>Advocate for changes to reduce workload to free up time for educational leadership.</p> <p>Advocate for transparency and equity in provision of Support Services.</p> | <ul style="list-style-type: none"> <li>• Advocate for workforce development</li> <li>• Professional development for staff</li> <li>• Orbis; <i>what might this look like?</i></li> <li>• Questions raised by members directed to appropriate Support Services personnel.</li> <li>• Consultation with IESP / One Plan / Support Services (listen and respond to feedback) results in improvement.</li> </ul>  | <p>Site leaders are confident in working with Support Services to meet the needs of students.</p>                           |

**Leaders' Professional Learning**

| Goals   | Strategies   | KPIs   |
|---|--|--|
| <p>Building capacity of leaders through professional learning.</p>            | <p>Monitor SAPPA-talk for trends in professional learning.<br/>           Hold relevant workshops in response to members' needs.<br/>           Promote events (eg ACEL, financial webinars, etc) via SAPPA News.<br/>           Promote SAPPA at Partnership meetings and bring any feedback to the group.<br/>           Promote AGPPA and APPA and how SAPPA connects on a national level.<br/>           Encourage SAPPA members to attend APPA annual conferences (2022 Sydney 2-4 November).<br/>           Provide valued professional learning opportunities for leaders, e.g. through the SAPPA annual conference, leaders' first 5 years of a role network, etc.<br/>           Create opportunities for targeted groups to come together to explore issues and needs (i.e. women, ATSI, emerging leaders).<br/>           Identify ways to increase access to country members (consider timing and duration of events, more online opportunities, roadshows, central location to reach greatest number of surrounding members).</p> | <p>Have a clear event planner for each function – roles allocated.<br/>           Feedback from the annual conference and SAPPA workshops and forums that events have met needs.<br/>           Equitable outcomes for all leaders.</p>  |
| <p>Engage with the department and co-construct primary leaders' learning.</p> | <p>Establish relationships with relevant departmental personnel relating to the Academy (Orbis) to influence leadership offerings.<br/>           Support members to know where to access professional learning, including online via sappa-talk, SAPPA News.<br/>           Identify common professional learning opportunities by linking with other associations (ie SASPA – Yong Zhao/Ben Walden).<br/>           Advocate on behalf of newly appointed principals to ensure they have the support at the right time.</p>  | <p>Ongoing relationships established with the Academy (Orbis).<br/>           Professional learning opportunities are in place in collaboration with other associations.<br/>           Effective and timely professional learning opportunities are in place.<br/>           Leaders are informed and knowledgeable on current research and effective practices.<br/>           Learning needs of newly appointed SAPPA members are well supported.</p> |

**Wellbeing and Efficiency**

| Goals  | Strategies  | KPIs  |
|--|---|---|
| <p>Recommendations of ‘<i>Paradox of the Principalship</i>’ research (by Dr Chris Dolan) are used to influence the department’s support for leaders.</p> | <ul style="list-style-type: none"> <li>• Advocacy to department using the identified tensions.</li> <li>• Identify key departmental personnel and make contact to ensure research is disseminated and acted on in a timely manner.</li> <li>• Professional Development for leaders.</li> <li>• Develop forums/workshops to look at tensions and go deeper on issues.</li> <li>• <i>Managing complaints and complex behaviour</i> workshop in partnership with SAPPA and Revisit opportunities for Customer Feedback Unit workshop.</li> </ul> | <p>Position Paper developed (in collaboration with the SA Secondary Principals’ Association - SASPA).</p> <p>Leader capacity developed.</p> |
| <p>Achievement of workload efficiency (short cuts).</p>  | <ul style="list-style-type: none"> <li>• Continue to work with the department in development of accessible, defensible policies.</li> <li>• Seek examples of work strategies and processes that a leader can put into place to maximise good wellbeing.</li> <li>• Development and promotion of department shortcuts / leadership hacks.</li> <li>• Review of departmental process to identify efficiencies / waste.</li> </ul>   | <p>Policies developed re mobile phone policy to include Smart watches.</p> <p>Prepare <i>Working Smart</i> paper.</p>                       |
| <p>Enhanced leader wellbeing.</p>  | <ul style="list-style-type: none"> <li>• Monitor and evaluate Principal Chaplaincy program and share the learning.</li> <li>• Monitor sappa-talk for trends and key points and act on these.</li> <li>• Promote corporate placements in schools to build understanding of the work of the primary leader and identify efficiencies.</li> <li>• Use of Australian Primary Principals wellbeing survey data to identify areas for change and Professional Learning.</li> </ul>  | <p>Data shared with the department to build on effectiveness of wellbeing programs and to identify areas for development.</p>               |