

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>Advocacy</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"> - Promotion of engagement and Student Voice 	<ul style="list-style-type: none"> - Ongoing advocacy for Social & Emotional Learning to be promoted by DfE as an integral part of education - Dialogic framework has evidence and examples attached to the key ideas
<p>Development of '<i>Leading and Learning ; Navigating the curriculum to develop expert learners</i>' resources</p> <p>Promotion</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"> - SAPPA has input into state wide Literacy and Numeracy strategy
<p>Development of 'Differentiation' and 'Personal and Social Capability' best advice papers and associated resources for educators</p> <p>Support</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"> - The Differentiation and Formative Assessment papers promoted on DfE communication channels (LinkED) - Papers easy to find in new SAPPA website - Co-construct best advice papers on the teaching of Personal and Social Capabilities

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. Invite HR representative to attend meetings and work with leaders on solutions. Develop school centered timelines. 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). Develop clear guarantees for leadership density in primary schools. Clear forward statements re HR developed for 2022. Flexibility in HR to manage the cross over into 2022. 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"> - what will be better if we have parity; align to learning and wellbeing, attractiveness of the role? 	<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"> • Clear role description of options / service providers within the department shared with SAPPA members. • Key departmental personnel (eg Ian May / IESP team) identified and invited to meetings. • Identify myths / facts in relation to IESP and service provision and communicate these to SAPPA members. • Clearly identify the requirements for applications (objective not subjective – consistency of information and reliability) • Collect and document member feedback to drive proposals for improved processes. • Timeless of funding and assessment processes to be made transparent (are there KPIs?) 	<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"> • <i>One Plan</i> data analysed and feedback used to inform improvement for Support Services in schools. • Clarification of finalization of the final One Plan • Release Date (Board meeting) • Who's in the team? 	<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"> • Advocate for workforce development • Professional development for staff • Orbis; <i>what might this look like?</i> • Questions raised by members directed to appropriate Support Services personnel. • Consultation with IESP / One Plan / Support Services (listen and respond to feedback) results in improvement. 	<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. Hold relevant workshops in response to members' needs. Promote events (eg ACEL, financial webinars, etc) via SAPPA News. Promote SAPPA at Partnership meetings and bring any feedback to the group. Promote AGPPA and APPA and how SAPPA connects on a national level. Encourage SAPPA members to attend APPA annual conferences (2022 Sydney 2-4 November). Provide valued professional learning opportunities for leaders, e.g. through the SAPPA annual conference, leaders' first 5 years of a role network, etc. Create opportunities for targeted groups to come together to explore issues and needs (i.e. women, ATSI, emerging leaders). 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. Feedback from the annual conference and SAPPA workshops and forums that events have met needs. 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. Support members to know where to access professional learning, including online via sappa-talk, SAPPA News. Identify common professional learning opportunities by linking with other associations (ie SASPA – Yong Zhao/Ben Walden). 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). 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.</p>

Wellbeing and Efficiency

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