

Reference Group	Goals	Strategies	KPIs
<p><b>HR / Resourcing</b></p>	<p>Support members to effectively staff their schools.</p> <p>Improve the current inequities of primary funding</p>	<ul style="list-style-type: none"> <li>• SAPPA involvement in authentic co-construction of DECD policies and practices to support leaders and improve HR &amp; resourcing efficiencies.</li> <li>• Update data in SAPPA’s position paper on primary parity &amp; continue to advocate for increased primary leadership density funding including increased counsellor allocation.</li> <li>• Work with DECD to ensure staffing funding for the following year is available to leaders no later than mid-term 4.</li> <li>• Work with DECD to improve the distribution and timing of funding.</li> <li>• Use DECD, media and political connections to identify inequities and resourcing issues.</li> <li>• Assist members to understand and implement the Enterprise Agreement.</li> <li>• Advocate for a review of the DECD IoD funding.</li> <li>• Investigate school costs of DECD TRT Policy and utilities costs.</li> <li>• Ensure members are aware of DECD support structures available when managing unsatisfactory performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Issues raised by members addressed with support and timely resolution.</li> <li>• Leadership primary staffing is increased</li> <li>• Resourcing is transparent with leaders being informed and clear about funding allocations.</li> <li>• The DECD Index of Disadvantage is reviewed.</li> <li>• Data collected from members about extra costs to schools for TRT Policy and utilities is used strategically.</li> <li>• Communication from the Performance &amp; Incapacity Unit to schools is clear and current.</li> <li>• Undertake an analysis of school SASIF accounts for 2017</li> </ul>

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<b>Curriculum / Pedagogy</b>	Support members to be leaders in teaching and learning through active advocacy and co-construction with DECD to meet school needs	<ul style="list-style-type: none"> <li>• Advocate for a strong focus on evidence based research of curriculum delivery, including the role of language in learning to be shared systemically with all school leaders.</li> <li>• Advocate for agreed understanding of STEM learning</li> <li>• Work with the DECD Learning Improvement Division to ensure effective communication, resources and support occurs, such as in leading effective pedagogy (TfEL) and in the effective use of the recurrent primary curriculum funding.</li> <li>• Build strategic partnership with key DECD personnel/units to co-construct policy direction in curriculum and pedagogy.</li> <li>• Focus on current research in curriculum and pedagogy as a standing agenda item.</li> <li>• Create links with credible tertiary personnel, to strengthen SAPPA’s advocacy on issues such as authentic assessment and maintaining a broad curriculum, inclusive of general capabilities.</li> <li>• Advocate for sharing Partnerships practices.</li> <li>• Advocate for an increased focus on General Capabilities</li> </ul>	<ul style="list-style-type: none"> <li>• SAPPA works with Learning Improvement Division so that effective curriculum content and pedagogy practices are shared and promoted.</li> <li>• SAPPA is influential in areas of corporate/school communication, resourcing and support.</li> <li>• Raise and build the profile of effective pedagogy through TfEL.</li> <li>• SAPPA is sought by key DECD personnel in the co-construction of policy direction in curriculum &amp; pedagogy.</li> <li>• SAPPA works with the LID to provide information and PD for school leaders about contemporary, effective strategies in assessment &amp; moderation.</li> <li>• Members provided with current research links via the SAPPA website.</li> </ul>

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<b>Professional Learning</b>	Provide professional learning opportunities through the annual conference, workshops and systemic lobbying	<ul style="list-style-type: none"> <li>• Provide valued professional learning opportunities for leaders through the annual conference. Advocate for alternative quality PD for teachers, without relying solely on school leadership</li> <li>• Hold relevant and useful SAPPA workshops, in response to members' needs and views.</li> <li>• Source information about current research and educational trends to members.</li> <li>• Advocate for DECD programs that are relevant for all leaders, regardless of experience or school context, such as coaching.</li> <li>• Lobby for an on-site mentoring program, using recently retired principals, to help newly appointed principals.</li> <li>• Identify common issues of professional learning by linking with the SASPA Professional Learning with SASPA and link with the SA.</li> <li>• Lobby for relevant SAIEL professional learning opportunities for school leaders.</li> </ul>	<ul style="list-style-type: none"> <li>• Feedback from the annual conference and SAPPA run workshops &amp; forums is positive.</li> <li>• Members are informed and knowledgeable about current research and effective practices.</li> <li>• Effective and timely professional learning opportunities are in place systemically through SAPPA's advocacy.</li> <li>• Intensive beginning of year, on-site mentoring programs are in place for newly appointed principals.</li> <li>• Professional learning opportunities are in place, in collaboration with SASPA and DECD.</li> <li>• Hold termly informal networking sessions for principals in their first tenure</li> </ul>

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<b>Promotion of Public Education</b>	Actively promote and advocate for public education	<ul style="list-style-type: none"> <li>• Maintain strong links with media and promote public education at every opportunity.</li> <li>• Identify, investigate and publicise positive primary school practice and pedagogy in our schools.</li> <li>• Inform DECD senior executive and politicians of factors affecting the reputation of public education.</li> <li>• Promote needs based funding with media and politicians and through national principal groups.</li> <li>• Establish strong links with preschool and secondary leaders associations to campaign for reciprocal support of public education preschools and schools.</li> <li>• Strongly encourage Education Directors to talk with preschool directors principals to promote local public schools.</li> <li>• Gather positive stories at the annual conference.</li> <li>• Lobby State and Federal politicians for consistent beginning of school enrolment practices.</li> <li>• Encourage our membership to embrace their success and share it through direct communication with influential personnel such as the CE.</li> </ul>	<ul style="list-style-type: none"> <li>• Public education is an issue of political significance.</li> <li>• Chief Executive, Minister &amp; public aware of outstanding practice in DECD schools.</li> <li>• There is frequent media coverage of positive stories surrounding public education.</li> <li>• Public preschool leaders and primary leaders actively promote public education options.</li> <li>• Provide specific suggestions to members to help them promote their school.</li> <li>• Work closely with DECD personnel in developing and implementing a campaign to promote public education.</li> <li>• Liaise closely with universities to ensure the high quality of graduates</li> <li>• Positive practice and pedagogy in public schools is shared amongst membership, DECD personnel and politicians</li> </ul>

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<b>Wellbeing and Workload</b>	<p>Leadership workload is acknowledged and systemic strategies are in place to address wellbeing</p>	<ul style="list-style-type: none"> <li>• Focus on proactive approach as well as reactive.</li> <li>• Continue to gather feedback from members about school reviews, local partnerships, student inclusion and other issues related to DECD structures and policies potentially affecting their wellbeing.</li> <li>• Determine factors of influence using global trends, Philip Riley’s longitudinal research and other credible sources.</li> <li>• Build confidence and trust between central office personnel and site leaders through a proactive, positive approach.</li> <li>• Work with Education Directors to help support primary principals, particularly in high stressful situations.</li> <li>• Seek leaders’ positive reflections about effective and positive support from Education Directors.</li> <li>• Advocate for and provide quality, succinct and timely information for members.</li> <li>• Identify and promote the support options available to leaders</li> <li>• 2017 SAPPA Conference to have a focus on leadership wellbeing and general affirmation.</li> <li>• Link with DECD Legal Services, Complaints Unit, Facilities &amp; Finance and develop succinct information for school leaders.</li> <li>• Audit expenditure of EB funding 0.1 and \$6mil for leadership density.</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with DECD personnel by providing feedback from school leaders and co-constructing strategies, practices and policies.</li> <li>• SAPPA views are sought and respected by DECD senior personnel &amp; Minister.</li> <li>• Effective Ed D line manager support is documented and shared with Senior DECD personnel &amp; members.</li> <li>• Disseminate ideas regularly to help boost wellbeing.</li> <li>• SAPPA talk and SAPPA website provides current useful information.</li> <li>• Material is available for school leaders providing explicit advice and hints on issues that commonly cause angst.</li> <li>• Regular visits to the country to support by Executive members to listen to members’ issues</li> <li>• Shared commitment for Principal Wellbeing Commitment Statement.</li> </ul>