

2015 / 2016

STRATEGIC DIRECTIONS AND OPERATIONAL PLAN



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The APPA Narrative for Primary School Education

It has always been important that, during the formative years of primary schooling, all Australian children acquire the academic and social foundations for a full and rewarding life. To achieve this, primary school educators have developed complex and sophisticated approaches to teaching within an environment where the identity and culture of each child is embraced and celebrated.

Currently, resourcing focuses predominantly on the last few years of high school; yet it is during the primary schooling years that the gap between the most and least successful students widens.


In order to address this achievement gap, Australian children must receive an education that is resourced to the level and standard of the world's most successful school education systems.

Furthermore, this challenge cannot be met by a 'more of the same' approach. Primary schools must be transformed in the following ways:

- Contemporary principal preparation courses and on ongoing access to professional development must be available for principals.
- Teaching and Learning leadership and professional support must be provided to every teacher.
- Administrative support must be to a level which allows school leaders to focus on student learning and teacher professional development, and ensures that teachers can focus on teaching in the classroom.
- Early, focused and sustained intervention that addresses both learning and wellbeing must be available for every student in every school.
- Technology to enable 21st Century learning, and the skills to use and maintain that technology, must be present in every school and classroom.

Primary schools are increasingly responsible for the provision of the social foundations upon which Australian society is built and for the physical, mental and emotional wellbeing of students. There are also more complex relationships with parents and an increasing number of community partnerships for which primary schools are deemed responsible. Simply stated, meeting these demands requires greater capacity and resourcing.

If Australian students at all levels are to receive the world's best education then an increased investment in the primary school years is vital.



**APPA is the national
voice for all Primary
School Principals
across Australia**

The Australian Education Context

Education

The Australian Primary Principals Association recognises the need for all Australian primary school students to achieve the *Educational Goals for Young Australians (Melbourne Declaration 2008)*.

Leadership

The Australian Primary Principals Association supports principals in leading schools which provide children with the opportunity to acquire the necessary foundational academic, social and emotional skills for a full and rewarding life.

Political

The Australian Primary Principals Association operates in a broad political environment where the Australian Government establishes co-operative agreements with state and territory governments around such areas as funding, standards, autonomy, curriculum, and transparency and accountability. APPA also develops alliances with similar peak educational bodies.

Community

The Australian Primary Principals Association sees schools as integral to, and supported by, their community and the broader Australian community. The community each school serves should be well informed about programs and practices, student achievement, staffing, finance and resourcing.

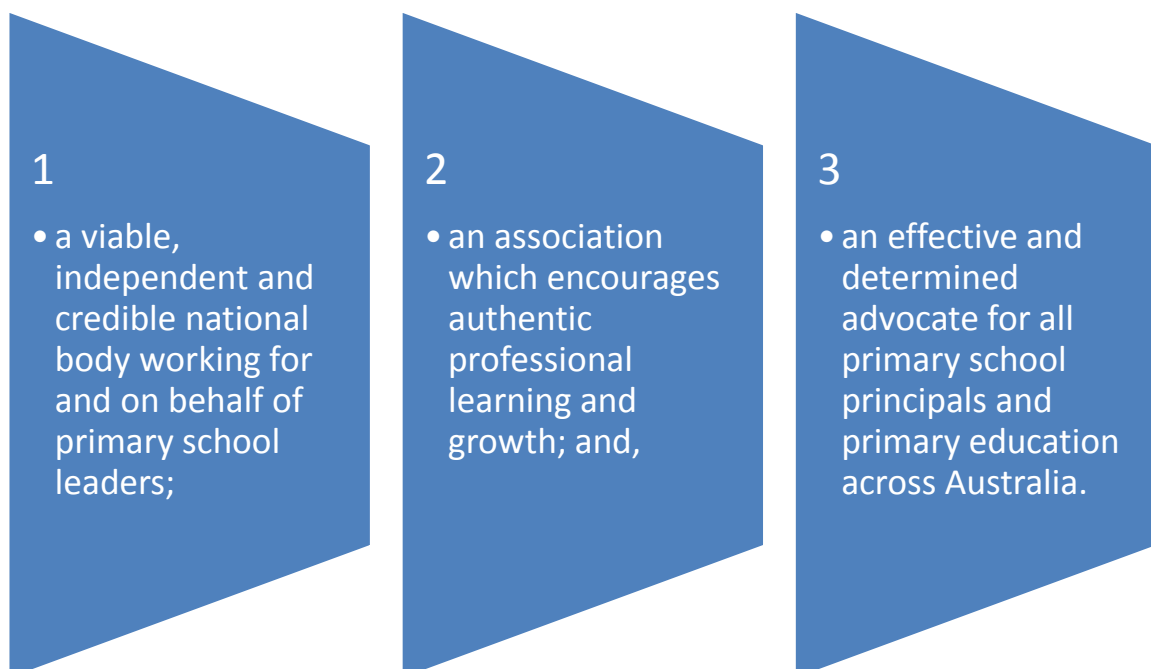
Technology

The Australian Primary Principals Association recognises that technology is in activities undertaken at, and beyond, home and school. Technology has continued to change content and pedagogy; the way students communicate with each other; and, the family and social environment. Technology will play a vital role the way young people interact with the world around them.

Core Purpose

APPA will continue to be a major influence on the national educational agenda and the decision-making of governments and educational authorities. As the national voice for all primary school principals and within the context of providing the best possible education for Australian primary school students, APPA seeks to contribute, lead and influence the educational agenda through constructive and direct involvement.

APPA's Core Business is to be:



APPA's Core Purpose informs its Strategic Directions and Operational Plan.

APPA's Core Business is to be:

A viable, independent and credible national body which leads the profession

Viability - Strategic

- Promote and develop the reputation of APPA.
- Explore research and development options under a new funding model.
- Promote APPA's core purpose.
- Ensure the financial viability of the organisation.
- Implement new APPA governance arrangements.

Viability - Operational

- Set Association fees at a level that enables APPA to achieve its goals.
- Maintain and build relationships with existing business partners.
- Actively seek significant new business partners.
- Ensure that current projects are well-supported and explore opportunities for new APPA-based projects.
- Develop, manage and promote APPA professional learning projects and other projects in conjunction with Principals Australia Institute and/or other organisations.

Independence - Strategic

- Ensure APPA's voice on key issues is shared broadly.
- Maintain strategic connections with Commonwealth Department of Education and government.

Independence - Operational

- Maintain management / support functions from the Canberra-based national office.
- Represent APPA at state and national conferences and forums.
- Publish regular press statements to influence the educational & broader community of APPA's views.

Credibility - Strategic

- Continue to strengthen our influence across agencies/government.
- Ensure APPA's public positions and images are supported by credible research.
- Produce substantive and relevant position statements in a timely manner.
- Strengthen links with the National Aboriginal and Torres Strait Islander Principals and Special Educational Associations.
- Maintain relevant links across educational bodies – Nationally & Internationally.

Credibility - Operational

- Develop a process for APPA NAC members to meet state ministers annually.
- Participate in relevant national forums.
- Meet with Federal Minister(s) and Shadow Minister(s) at NAC on a regular basis.
- Work with colleague associations to communicate common responses that reflect shared positions around educational issues.
- Develop and build international connections with overseas associations and ensure that APPA brings a global perspective to its work.

Continue to strengthen our influence across agencies and government

APPA's Core Business is to be:

An association which encourages authentic professional learning and growth

Professional Learning and Research – Strategic

- Continue development, facilitation and involvement in projects that support the work of APPA and, consequently, primary school principals around Australia.
- Actively promote principal professional development.

Professional Learning and Research – Operational

- Initiate and fund (sometimes jointly) research, pilot studies, projects and other proposals that are identified by APPA as priorities for primary education.
- Continue to promote APPA projects:
 - Principals as Literacy Leaders (PALL)
 - Principals as Literacy Leaders with Indigenous Communities (PALLIC)
- Use international and national educational researchers, policy drivers and field leaders to define and support APPA's agenda and policy.
- Work collaboratively with Principals Australia Institute to develop programs that support primary leaders.

APPA Conferences and Study Tours

- Work with state associations in the organisation and promotion of APPA Conferences in line with conference protocols.
- Support ICP Convention and provide advice, in consultation with national sector associations, in relation to primary school principal involvement.
- Support the development and implementation of awards that recognise leaders in the profession.
- Conduct viable international study tours in consultation with other national educational bodies.



Continue
development,
facilitation and
involvement in
projects

APPA's Core Business is to be:

An effective and determined advocate for all primary school principals across Australia

Communication – Strategic

- Utilise a range of strategies to promote APPA and to present a united voice on key issues.

Communication – Operational

- Launch and maintain a quality association website.
- Manage Twitter and Connected Leader so that they provide effective communication with members and up to date information related to school leadership.
- Maintain and update the content on the APPA website, including submissions and position papers.
- Publish Connected Leader each month in consultation with *straight to the point* publications and communication.
- Ensure that @APPA voice features new relevant and strategic tweets on a regular basis.
- Monitor hits to APPA website, twitter and Connected Leader, and work with state associations in bringing APPA communication to members efficiently.
- Review the APPA Newsletter.
- Continue to promote *The APPA Narrative* and *Charter for Primary School Education* to ensure all associations and primary school principals are able to speak to its content with local state and national decision makers.
- Develop and promote APPA position papers with government and relevant bodies.

Ensure that APPA maintains a significant national profile

Education Representation and Consultation with Government - Strategic

- Ensure representation at all key forums / meetings, including informal meetings, etc.
- Influence Government decisions through feedback and clearly articulated positions.

Education Representation and Consultation with Government - Operational

- Promote APPA's view to significant groups including AITSL, ACARA and Commonwealth departmental reference groups.
- Ensure representation at the national principals forums.
- Develop submissions to the Federal Budget process.
- Initiate and participate in meetings with Federal Education Minister and Shadow Education Minister.
- Contribute positively to government-initiated inquiries through NAC collegial discussions, both face-to-face and teleconferences.
- Maintain, expand and increase communication with Parliamentary Friends of Primary Education.
- Meet regularly with federal ministers, politicians and key personnel from Department of Education and other relevant Australian Government agencies.

Media Profile – Strategic

- Ensure that APPA maintains a significant national profile through strategic and high quality press releases.

Media Profile – Operational

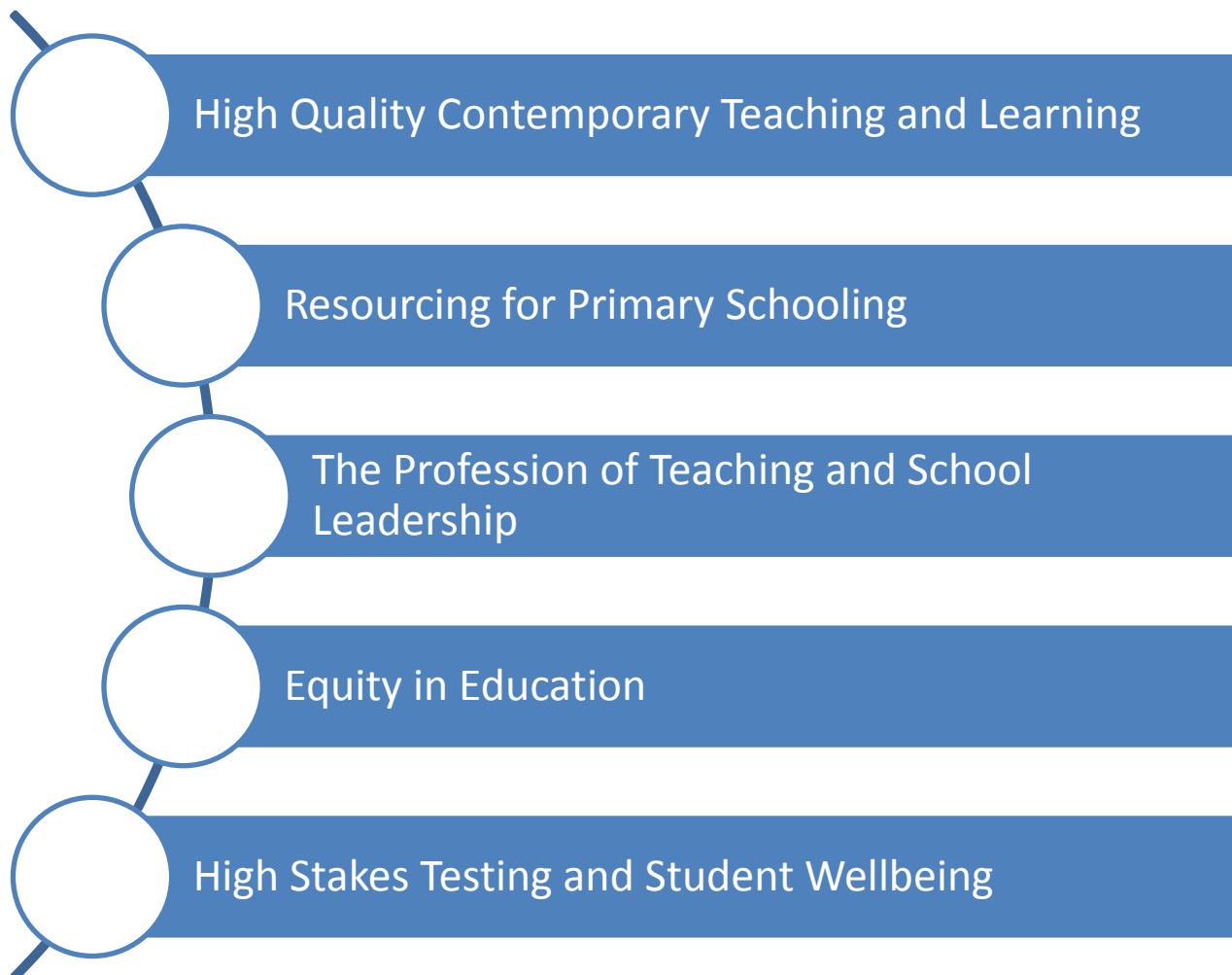
- Review current lobbyist arrangements in light of advice received, federal election and future requirements.
- Continue to develop relationships with key media and maintain profile of APPA as the voice for primary principals.
- Respond to, and comment on, educational issues of national significance.
- Provide background briefings to media where appropriate.
- Use a range of communication strategies.

The Critical Drivers for 2014 – 2015

At the end of 2014 and commencement of 2015 APPA has identified *Influencing and Shaping Government Policy* as a means to shape the educational agenda. In response to this, APPA will:

- Provide feedback in relation to the Government's Students First Policy;
- Arrange regular meetings with the Minister and / or his advisors;
- In collaboration with State and Territory Associations, arrange meetings with their Education Minister;
- Monitor the work of the Education Council;
- Engage in discussions and develop succinct position papers about issues impacting on schools, school principals and school communities; and,
- Share APPA's Critical Drivers with the Minister.

APPA's NAC is committed to actions linked to the following Critical Drivers:



APPA may respond to other Critical Drivers that arise through 2015.

2015 Critical Drivers and Measures of Success

CRITICAL DRIVER 1

Promote the development of Quality Contemporary Teaching and Learning by:

- Advocating APPA's position on the development and implementation of the Australian Curriculum.
- Articulating the importance of data, access to technology that supports quality teaching and learning, and the provision of appropriate professional support for teachers and leaders.
- Actively participating and influencing all developments related to implementation of teacher standards, including the resourcing of professional development.
- Promoting PALL and PALLIC as high quality resources.
- Promoting learning, collaboration and partnerships that enhance global education opportunities.
- Advocating APPA's position on initial teacher education.

Indicators of Success for Critical Driver 1:

- Changes have been made to the Australian Curriculum that reflect the APPA position to make it manageable and effective.
- National agreement developed about the implementation of the Australian Curriculum.
- Continued access to PALL and PALLIC is available for leaders in primary schools.
- Providers of teacher education courses adopt APPA's Initial Teacher Education best practice principles.

CRITICAL DRIVER 2

Increase the Resourcing for Primary Schooling by:

- Advocating for a sustainable funding process for all schools that focuses on early school intervention, and is needs based and sector blind.
- Supporting funding processes that require realistic accountability (acquittal) practices and increase flexibility at the school.
- Advocating appropriate funding to ensure every student has the opportunity to reach his or her potential.
- Advocating for the allocation of resources to implement the Australian Curriculum.

Indicators of Success for Critical Driver 2:

- Funding to primary schools is based on need and is transparent.
- States and Territories allocate additional funds to address the primary / secondary anomaly.
- The Student Resource Standard is fair and equitable, and based on a range of elements.

CRITICAL DRIVER 3

Promote the Profession of Teaching and School Leadership by:

- Influencing initial teacher education programs, teacher induction and teacher development programs.
- Supporting principals to use the Principal Standard as a reflection tool and a guide to performance development processes.
- Providing access to high quality professional learning programs for all leaders.
- Exploring options related to principal preparation and development programs.
- Leading the research on principal health and wellbeing.

Indicators of Success for Critical Driver 3:

- Primary principals receive high quality professional feedback based on the Principal Standard.
- APPA's influence on principal preparation and development processes is evident.
- APPA develops a principal shadowing program.
- Initial Teacher Education programs are accessed after rigorous selection processes and are quality assured by the profession.
- Primary principals can readily access high quality professional support that addresses health and wellbeing issues.

CRITICAL DRIVER 4**Advocate for Equity in Education by:**

- Advocating for resources to support the National Data Collection of Students with Disabilities.
- Continuing to explore and promote strategies that improve the educational outcomes for Indigenous students
- Continuing to explore and promote strategies that improve the educational outcomes for:
 - students in Low SES schools and school communities,
 - students with English as an additional language or dialect,
 - students with disabilities, and
 - refugees, transient students and students in remote communities.
- Continuing to explore and promote strategies that effectively differentiate the curriculum for all students.
- Continuing to explore and promote strategies that improve educational outcomes for students with social, emotional and behavioural needs.

Indicators of Success for Critical Driver 4:

- National Data Collection for Students with Disabilities continues to be resourced and is consistent across all sectors.
- Developing and publishing a Reconciliation Action Plan for APPA that:
 - targets the *Closing the Gap* document, and
 - supports the education aims specific to primary students in the *Closing the Gap* document.
- Primary schools receive the resources to implement effective strategies that engage all students and ensure they learn.
- Successful strategies developed through the Low SES National Partnerships are made available to all primary schools via the APPA Website.

CRITICAL DRIVER 5**Exploring the impact of High Stakes Testing on Student Wellbeing by:**

- Advocate the APPA position to remove school based data from the My School website.
- Sharing National and International research related to the impact of high stakes testing.
- Raising public awareness about APPA's position on the impact of high stakes testing on curriculum, pedagogy, school culture and student wellbeing.
- Raise the awareness with relevant authorities of the issues and requirements for NAPLAN Online.

Indicators of Success for Critical Driver 5:

- Positive changes to high stakes testing, such as online 'branch' testing, have been achieved.
- The My School website is not used to construct league tables of schools. The National Assessment Program does not compromise curriculum, pedagogy, school culture and student wellbeing.
- Develop and publish a position paper for NAPLAN Online.