

Matthew Johnson
ASEPA National
President / CEO
Annual Report





Who are ASEPA?

The Australian Special Education Principals Association (ASEPA) was established in 1998.

ASEPA is the peak national organisation representing school based special education principals and leaders in Australia. 700+ leaders.

ASEPA is each association's voice on the national stage. Your voice!

The body was incorporated in 2001. ASEPA parallels similar peak bodies such as the Australian Primary Principals Association and the Australian Secondary Principals Association. As of 2019 ASEPA moved to a modern governance model, with a Board, National Council and CEO.

The unique patterns of education service delivery to students with disabilities and special educational needs requires ASEPA to represent special education leaders across all sectors of schooling including early intervention, primary and secondary.





Who are ASEPA?

THE ASEPA BOARD – 2023/24

Byron Stuut (SA) (Chair) President of SASEPLA (New)

Lisa Wright (Vice Chair) (TAS) TPA Representative (New)

Natalie Hatton (WA) (Secretary) WAESPAA Representative (New)

James Malone (ACT) ACTPA Representative

Annie Keighran (NT) NTPA Representative (New)

Diane Robertson (NSW) SEPLA NSW Representative

Frank Fogliati (ACT) Outgoing Business Manager



THE ASEPA NATIONAL COUNCIL

Debi Taylor (WA) Principal - Cloverdale Education Support Centre (President WAESPAA)
Margaret Keen (WA) Principal - Rockingham SHS Education Support (Vice President WAESPAA)
Julie Raciborska (NSW) – Principal – Fernhill School (NSW SEPLA Treasurer)
Peter Skinner (NSW) Principal-in-Residence (NSW SEPLA Management Committee – Immediate Past President SEPLA NSW)
Matthew Johnson (ASEPA National President - NSW) Lead Principal - Newcastle Community of Special Schools (State President SEPLA NSW)
Pennie Moffat (VIC) Belvoir Wodonga Special Developmental School (PASS Executive)
Julie Brown (VIC) Assistant Principal – Barwon Valley School
Tracy Cronin (QLD) Principal - Townsville Community Learning Centre (QASEL member)
Andrew Thompson (QLD) Principal - Redland District Special School (Vice President QASEL)
Sarah Corry (NT) Principal - Henbury School (NTPA Representative)
Annie Keighran (NT) Principal - Forest Parade School (NTPA Representative)
Niki Takos (SA) Principal - Errington Special Education Centre (SA SEPLA Executive)
Matt Symes (SA) Principal – Port Lincoln Special School (SA SEPLA Member)
Simon Ellaby (TAS) Principal - Southern Support School (TPA Representative)
Sarah-Jane Murphy (TAS) Principal – North-West Support School (TPA Representative)

ASEPA President / CEO Roles.

- **Australian Primary Principal Association (APPA) National Advisory Council (NAC)** (as of 2020) All APPA NAC meetings and flights are paid for by APPA.
- Member of the Member of the **National School Resourcing Agreement Ministerial Reference Group**
- Founding Member and second term as the Convenor of the first inter-systemic principals association, The **Coalition of Australian Principals (CAP)** (as of 2020) ASEPA part of School TV Broadcast.
- Member of the **AITSL School Leadership & Teaching Expert Standing Committee (SLTESC)** (as of 2019) All meetings and flights are paid for by AITSL.
- Member of the **ACARA Parents and Principals Peak National Bodies Group**
- Member of the **National Teacher Workforce Working Party** (2022-3)
- **President SEPLA** NSW (as of 2016)
- Member Education Subcommittee of the **Expert Advisory Group FASD ERG – Sydney University**. (as of 2021)
- Expert Panel Member - **Students with Disability Loading review** (Price Waterhouse Coopers)
- Representative General ICP Executive(2023-24), **International Confederation of Principals**
All meetings and flights now paid for by ICP.

Your voice at the table, state, nation and world.

ACARA	Peak Principal and Parent Group
AITSL	School Teaching and Leadership Expert Standing Committee
APPA	National Advisory Council Member
CAP	Convenor and founding member
ICP	Representative General, ICP Executive
DOE	MOU and Tier 1 Stakeholder
ESA	ESA Associations Working Party
DESE	DESE Government Consultation Contract

ASEPA WORK AND ADVOCACY 2023

(What did we do for you!)



As per our Government Contract with the Commonwealth, I completed the reporting requirements for our progress report with the submission date of 15/05/2023

My report was accepted with our Commonwealth Contract Services Reference Delivery of progress report 15/05/2023 and I then invoiced the Commonwealth and the sum of \$26,737.00 (GST exclusive) has been deposited into our account. I am completing the final report for this contract period which will be submitted before the 15th of November. The final payment will be invoiced on the delivery and acceptance of this final report for 2023 for the amount of \$26738.00

This report can be seen in context in the reporting timetable (next slide in yellow) as per our Contract number ESE21/2346 [ASEPA]

The maximum Contract Price inclusive of GST* and all taxes and charges will not exceed **\$133,688.00** over the contract period as set out above.

NB: At the delivery of the final report for this contract period (15/11/2023) we then negotiate a new contract. It is important to note that the reports for 15/05/2023 and 15/11/2023 are two additional progress reports added onto the normal 3-year contract due to the change of government in the last election. It is envisaged by me and other national principal associations presidents, that the contracts will resume as three-year contracts starting in 2024 and ending in 2026. So, at the end of this year, I will enter negotiations to not only keep a Commonwealth contract (it is a competitive space with a limited bucket and a lot of players, including parent and advocacy agencies) but to seek an increase in our overall contract!

This contract is ASEPA's primary source of income.

Fixed Price (including all expenses) Due Date	Milestone Description	Total Price GST Exclusive	GST Component	Total Price GST Inclusive
30/07/2021	Delivery of initial report (delivered)	\$10695.00	N/A	\$10,695.00
31/01/2022	Delivery of progress report (delivered)	\$16042.50	N/A	\$16,042.50
1/06/2022	Delivery of final report 2021- 22 (delivered)	\$26737.50	N/A	\$26,737.50
15/11/2022	Delivery of final report 2022 (delivered)	\$26738.00	N/A	\$26,738.00
15/05/2023	Delivery of progress report 2023	\$26737.00	N/A	\$26,737.00
15/11/2023	Delivery of final report 2023	\$26738.00	N/A	\$26,738.00

President Report

1. Coalition of Australian Principals (CAP): The ASEPA President has been meeting with the Federal Education Minister, The Hon Jason Clare MP, on behalf of the Coalition of Principals. Two meetings have taken place in 2023, with a commitment for regular termly meetings ongoing, the next meeting will be held in December (TBC).
2. Commonwealth Department of Education: Regular catch-up meetings have been scheduled with Commonwealth Deputy Secretary Meg Brighton to discuss national issues and work. These meetings occurred on May 26 and August 24, with our next meeting scheduled for November 28.
3. The president presented at our ASEPA /QASEL National Conference and our WAESPAA Conference.
4. The president represented ASEPA at the ASPA and APPA National Conferences and Conventions.

President Report

5. The president has represented ASEPA on the AITSL School Teaching and Leadership Expert Standing Committee at all meetings since our last Board meeting, with the most recent being October 25.
6. The president represented ASEPA as a member of the Australian Primary Principals Association National Advisory Council at all meetings this year and at 3 meetings since the last Board meeting. July 30, August 15 and October 24.
7. The president was interviewed for Educator Insights: Leadership Feature Interview with Kylie Speer. This interview will feature on the Educator Insight Series online.
8. The president represented ASEPA at the two ACARA National Peak Principals and Parents Working Party meetings since the last Board Meeting. June 7 and September 4.

9. NSW Primary Principals Association | NSW Secondary Principals Association: The ASEPA President is represented on the Disability and Inclusion Reference Group and Legal Services Reference Group. Ongoing meetings aim to frame national responses to the upcoming report of the Disability Royal Commission, particularly concerning restrictive practices in specialist schools and their practical and legal implications.
10. Australian Public Education Associations Meeting: A new combined partnership of the Presidents of all associations for public education, including primary and secondary representatives, which informs the national education agenda for APPA, ASPA, and ASEPA. A Collective Statement of Intent. This group met on October 5.
11. Department of Education Rewarding Excellence in Teaching: ASEPA is using NSW's lead work on OISS and the Rewarding Excellence in Teaching (REIT) project to support member organizations facing similar workforce challenges and to inform national strategy input with the DESE.

Research and Initiatives:

12. University of Technology - SEPLA/ASEPA Research Partnership: A partnership focused on developing a world-first assessment for measuring student well-being for students with severe disabilities. The aim is to support existing state and territory student surveys, ensuring the inclusion of these students in data representation.
13. The Australian Curriculum and Assessment Authority (ACARA): ASEPA President is a member of the National Peak Parents and Principals Working Party, contributing to discussions on education standards and curriculum.
14. AITSL - Building a Culturally Responsive Australian Teaching Workforce: ASEPA collaborates with the National Aboriginal and Torres Strait Islanders Principals Association to conduct a national survey of students with disability who identify as Aboriginal in special schools. The aim is to address cultural responsiveness within specialist settings and align with AITSL's work.

Data and Reports:

15. My School Update 2023: The update includes various data related to schools' profiles, attendance, NAPLAN results, financial information, and post-school destinations.
16. National Report on Schooling in Australia 2021: The report highlights the progress of nationally agreed policy initiatives on Australia's school education sector, including enrolments, staffing, funding, and key performance measures.
17. Australian Teacher Workforce Data (ATWD): ASEPA advocates for detailed capture of the special education workforce, as most data sets only capture primary, secondary, government, and non-government sectors, neglecting the needs of qualified and experienced special educators.
18. Melbourne University - Designing Learning Spaces for Diversity, Inclusion, and Participation: ASEPA is a member of the research team, supporting efforts to investigate how school design can better respond to the needs of all students, including those with disabilities.

ASEPA QASEL National Conference and WAESPAA

The president presented at our ASEPA /QASEL National Conference and WAESPAA CON. Some feedback.

Love the big picture and great collaboration

Thorough explanation of all ASEPA does and the wider connections

Finger on the pulse of what's actually happening in schools. I feel seen!

Matthew is an incredible human. Love listening to him!

Wow! What an inspiring leader. So pleased to hear how passionate and knowledgeable our president is.

Understanding the connections of ASEPA, information about the direction of ASEPA

Hearing how they are contributing to improvement was great, hearing the personal involvement and aims, making ASEPA more personal and not just "for the looks". Matthew is inspiring and speaks so well.

Matthew is an incredible human. Love listening to him!

So good to hear about what's going on behind the scenes in this space

Disability Royal Commission

Achieving inclusion and retaining choice

Views of the Chair and Commissioners Mason and Ryan We (the Chair and Commissioners Mason and Ryan) **do not share the view** that it is necessary or appropriate to phase out non-mainstream schools to support inclusive education.

We consider there are policy alternatives available to protect children and young people with complex support needs from violence, abuse, neglect and exploitation in all educational settings.

Policy makers **do not face a choice** between retaining non-mainstream schools whose students are educated in complete isolation from their peers and providing a fully inclusive education in mainstream schools where all students, regardless of the nature of their disability, are taught together.

The policy choices are more nuanced and can involve a variety of interactions between students with complex support needs and their peers.

All students with disability should receive the best education possible in an environment that fully meets their support needs and encourages their aspirations. That environment should reflect, so far as practicable, free and informed choices made by the students and their families.

Disability Royal Commission

Achieving inclusion and retaining choice

Non-mainstream schools (as we prefer to describe them) primarily enrolling students with complex support needs should not and need not operate in a manner that isolates those students from their peers. These schools should ensure regular interaction takes place between their students and students enrolled in mainstream schools and other educational settings.

The interaction should include educational, social, sporting, recreational and celebratory activities. We make recommendations to this effect.

Transforming mainstream schools

The vast majority of students with disability, including a significant proportion of students with complex support needs, attend mainstream schools. From our perspective, the important medium- to long-term challenge facing governments and educational authorities is addressing and overcoming the numerous barriers to ensuring that as many students with disability as practicable can receive an inclusive education in mainstream schools.

Transforming mainstream schools in all Australian jurisdictions so that they provide inclusive education for as many students with disability as possible is a long-term project. It will face many obstacles and require a substantial investment of public funds. The evidence indicates many parents of children and young people with complex needs freely choose non-mainstream schools.

Disability Royal Commission

ASEPA President and media.

As the spokesperson for ASEPA I have been deliberate and mindful of ensuring our voice is heard, is consistent in messaging, and empowered through engaging our supportive parents who have been furious about any suggestion that special schools be closed. On Friday, after my appearance on Channel 10 (video attached), I received a call from one of the commissioners. We spoke for half an hour they were strong in their support of our schools and what we offer, they were also proud that he and two other commissioners were able to provide balance in the recommendations. I managed to assist in getting the help of one of our connected and powerful parents (Marg Meaker) who has been commenting in support of our schools and we have been linking together in articles and media. She also runs a disability advocacy service and is switched on.

(The Australian quote) Australian Institute of Health and Welfare data shows 89 per cent of disabled students aged five to 18 attend mainstream schools and 12 per cent go to special schools. **As Australian Special Education Principals Association head Matthew Johnson says, “phasing out special schools would cost billions of dollars, adversely affect disabled children and remove choice”.**

Disability Royal Commission



ASEPA President and media.

The Australian main editorial with quotes from me: <https://www.theaustralian.com.au/commentary/editorials/special-schools-have-special-place/news-story/733b5cc645cb658559b2e3e1ef822cd5>

‘One size really doesn’t fit all’: Royal Commission suggests closing special schools <https://www.theaustralian.com.au/commentary/one-size-really-doesnt-fit-all-royal-commission-suggests-closing-special-schools/video/96e25602412bbffb4ec4bf749850c199>

My quote in Sydney Morning Herald and The Age: <https://www.smh.com.au/politics/federal/julius-loves-his-mainstream-school-does-australia-still-need-special-schools-20230928-p5e8cq.html>

Further quotes and articles from The Educator:

<https://www.theeducatoronline.com/k12/news/disability-report-challenges-school-segregation/283386>

<https://www.theeducatoronline.com/k12/news/will-phasing-out-special-schools-do-more-harm-than-good/283397>

Disability Royal Commission

ASEPA President and TV Interview.



ASEPA – AITSL Reducing Red Tape for Teachers and School Leaders

AITSL is working closely with the sector, including the profession, to review the impact of compliance and regulatory burden that teachers and school leaders face, to support them to focus more on teaching and learning.

The review will start from the premise that the requirements placed on schools exist for a reason, and that there are processes underway in many jurisdictions, systems and sectors and nationally to review and reduce regulatory burden.

ASEPA – Quality Initial Teacher Education Review

ASEPA President Meeting and presentation with the Quality Initial Teacher Education (ITE) Review Expert Panel.

ASEPA – De-Implementation Position Paper

Presently, across Australia, teachers and school leaders are unable to focus enough time on what they enter the profession and are trained to do, teach. They are being pushed beyond the boundary of what they can do within a workday, encroaching into their personal lives and impacting their own health and wellbeing.

The catastrophic impact this has and will continue to have on the sophistication of students thinking, behaviours, and outputs, now and into the future, is what is at stake.

ASEPA – Gonski Institute UNSW - Building education systems for equity and inclusion

ASEPA was part of the soon to be released work looking at the realities of our challenges in all education systems and has made recommendations around: Intergenerational policy failures, issues beyond the school gate, the voice of the profession, data, evidence, research, and a return to focus on teaching and learning.

ASEPA President Meeting and presentation with the Quality Initial Teacher Education (ITE) Review Expert Panel.

ASEPA – Students with Disability Loading Review Expert Panel member. NCCD.

On 23 December 2022, the National School Resourcing Board (the Board) presented the Australian Government with its final report: Review of the loading for students with disability: Final Report | 2023.

The Board was asked to consider, provide findings and make recommendations relating to the current settings for the loadings for students with disability. They were also asked to consider and, where appropriate, provide recommendations on Commonwealth assurance processes for information provided to calculate a school's Commonwealth funding entitlement for students with disability.

ASEPA – DESE VET in Schools Consultation

ASEPA worked closely with AITSL regarding the draft report “Building a high quality, sustainable ‘VET in Schools’ workforce”. ASEPA provided consultation and feedback as well as written feedback and a submission on the VET Draft Final Report.

ASEPA – Online Formative Assessment - ESA

The ASEPA President undertook user testing for the Online Formative Assessment Initiative within his own school. The school was selected to test the prototypes for professional learning materials. Ongoing consultations with ESA and the development of the Spindle Software Suite.

ASEPA – AITSL School Leadership & Teaching Expert Standing Committee (SLTESC)

ASEPA is represented on the AITSL School Leadership & Teaching Expert Standing Committee (SLTESC). During the reporting period ASEPA has been involved in representing our member views in the following initiative and work of AITSL:

- VET In schools and senior pathways
- High Quality Professional Learning
- School Workload (“Red Tape”) Reduction Toolkit
- Improving Teacher Professional Learning
- Ongoing consultation regarding the national conversation on the issue of school staff abuse.
- Middle Leader Standards

ASEPA – AITSL – Cultural Competency

ASEPA was present and represented at the Indigenous cultural competency in the Australian teaching workforce: National Dialogue on 18-19 May 2021 at the National Gallery of Australia (NGA) in Canberra

ASEPA – DESE – Disability Standards for Education

ASEPA provided significant consultation and submission to the 2020 Review of the Disability Standards for Education 2005 and how this may be used to progress the Standards Stocktake work. This work involved looking to streamline policies with the Disability Standards, relevant to:

- Teacher Standards
- Principal Standard
- Nationally consistent registration of teachers in Australia
- Standards and procedures for accreditation of initial teacher education programs in Australia.

ASEPA provided a submission to the review (see attached)

ASEPA – AITSL – Environmental Scan – Mentoring

ASEPA was involved in the Environmental Scan of Mentoring Programs Informing the development of teaching practice through a scan of international and Australian mentoring programs. (Feb 23)

ASEPA – AITSL – Classroom Management Spotlight – ASEPA consultation.

<https://www.aitsl.edu.au/research/spotlights/classroom-management-standards-aligned-evidence-based-approaches>

Students learn best when they are cognitively, behaviourally and emotionally engaged in learning. Learning environments that are calm and orderly with few interruptions to teaching time provide a strong basis for this to occur. Effectively managing the classroom environment is a core element of teaching.

Unsurprisingly, the evidence suggests that effective classroom management has positive effects on students' academic, behavioural and social-emotional outcomes (Korpershoek et al. 2016). The importance of classroom management is perhaps reflective of its complexity. It is more than a 'bag of tricks' teachers use to address inappropriate student behaviour. Classroom management is a complex and sophisticated skill, that teachers develop through professional learning and experience.

ASEPA – DESE – National Teacher Workforce

ASEPA was invited by the DESE Secretary and was represented by the President on the National Teacher Workforce Expert Committee.

The working group included:

- Secretaries from the Australian Government Education Department and all State and Territory Education Departments
- Australasian Teacher Regulatory Authorities
- Australian Council of Deans of Education
- Australian Education Union
- Australian Primary Principals Association,
- Australian Secondary Principals' Association
- **Australian Special Education Principals' Association**
- Independent Education Union of Australia
- National Aboriginal and Torres Strait Islander Principals Association
- National Catholic Education Commission,
- Independent Schools Australia, and
- Universities Australia

The Action Plan brings a national focus to these important issues and adds to the measures that jurisdictions and education authorities are already putting in place to respond to teacher workforce challenges.

The ATWD Team presented to the ASEPA National Council yesterday, survey coming soon..

The team want a high response rate from special educators so that they can disaggregate our data for our use.

The Council agreed that this would inform our decisions re ASEPA future research proposals.



Australian Teacher Workforce Data

[HOME](#) > [RESEARCH & EVIDENCE](#) > [AUSTRALIAN TEACHER WORKFORCE DATA](#)

Informing the future of the teaching profession

What is the ATWD

After families, teachers are the number one influence on the learning lives of children. So it's important to ensure teachers are properly supported throughout their careers.

The Australian Teacher Workforce Data (ATWD) initiative is building the evidence base that will inform the future of the teaching profession. By connecting initial teacher education data and teacher workforce data from across Australia, the ATWD is providing nationally consistent data on subjects like :

- How many teachers we have
- How many graduates get jobs
- The types of contracts teachers are employed under
- Teacher career paths and experiences
- How many teachers are entering and leaving the profession.

AITSL Response – DESE – National Teacher Workforce

AITSL welcomes Ministers' commitment to develop a National Teacher Workforce Action Plan (Action Plan). The draft Action Plan released for consultation goes a long way towards putting in place a comprehensive strategy that reaches across the teacher life cycle. Australian teachers and school leaders have immense expertise, and make a difference to the lives of children and young people every day. At the same time, the issues facing the profession are complex and require sustained attention. The Action Plan should be seen as the first step in a multi-year strategy to attract, prepare, place, induct, develop, recognise and retain the expertise of teachers.

AITSL CEO Mark Grant - Statement.

<https://www.aitsl.edu.au/secondary/news-and-media/ceo-blog/ceo-blog---addressing-australia-s-teacher-workforce-challenges>

Response to the Draft National Teacher Workforce Action Plan

Australian Institute for Teaching and School Leadership (AITSL)

November 2022



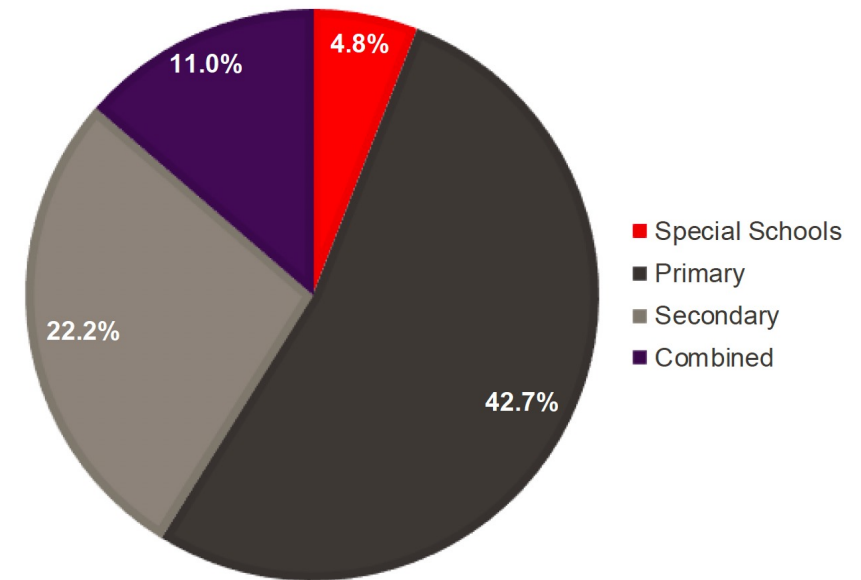
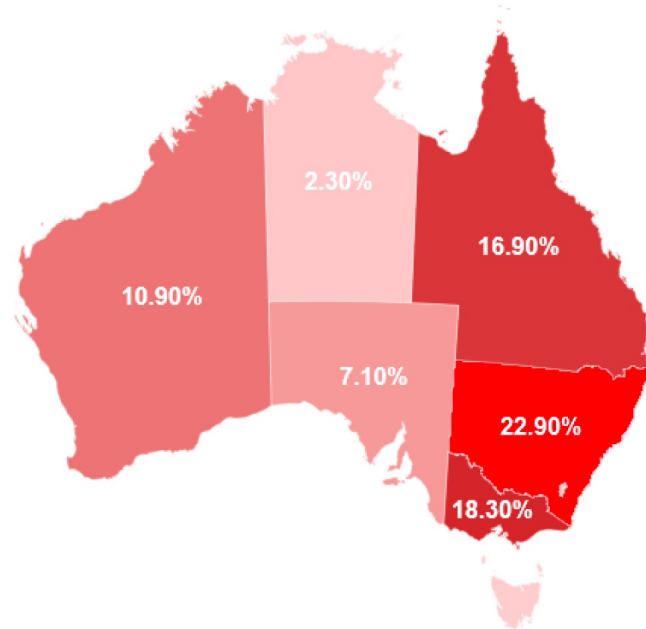
2022 National Principal Health and Wellbeing survey data

2022 Australian School Leader Data



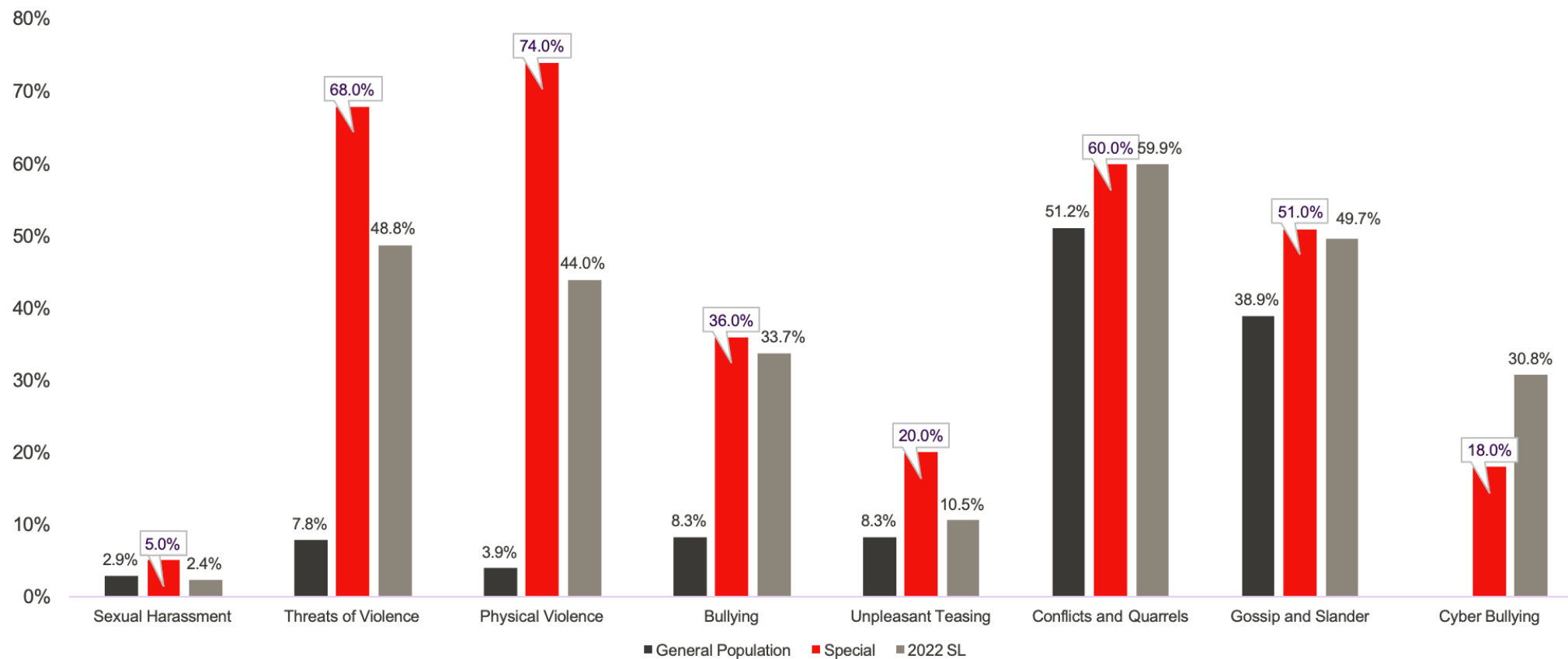
Who participated in 2022?

2022 Participant State/Territory Distribution



2022 Australian School Leader Data		2021 Australian School Leader Data	
Demands at Work	Quantitative Demands Work Pace Cognitive Demands Emotional Demands Demands for Hiding Emotions	Demands at Work	Quantitative Demands Work Pace Cognitive Demands Emotional Demands Demands for Hiding Emotions
Work Organisation and Job Contents	Influence Possibilities for Development Variation Meaning of Work Commitment to the Workplace	Work Organisation and Job Contents	Influence Possibilities for development Variation Meaning of Work Commitment to the Workplace
Interpersonal Relations and Leadership	Predictability Recognition Role Clarity Role Conflict Quality of Leadership Social Support from Internal Colleagues Social Support from External Colleagues Social Support from Supervisors Social Community at Work	Interpersonal Relations and Leadership	Predictability Recognition Role Clarity Role Conflict Quality of Leadership Social Support from Internal Colleagues Social Support from External Colleagues Social Support from Supervisors Social Community at Work
Work-Individual Interface	Job Insecurity Job Satisfaction Work-Family Conflict Family-Work Conflict	Work-Individual Interface	Job Insecurity Job Satisfaction Work-Family Conflict Family-Work Conflict
Values at the Workplace	Mutual Trust between Employees Trust regarding Management Justice Social Inclusiveness	Values at the Workplace	Mutual Trust between Employees Trust regarding Management Justice Social Inclusiveness
Health and Wellbeing	General Health Perception Burnout Sleeping Troubles Stress Depressive Symptoms Somatic Stress Cognitive Stress Self-efficacy	Health and Wellbeing	General Health Perception Burnout Sleeping Troubles Stress Depressive Symptoms Somatic Stress Cognitive Stress Self-efficacy

Increasing Offensive Behaviours – Conversation around Physical Violence



Australian Teacher Workforce Data – ASEPA input.

ATWD Key Metrics Dashboard

Expediting digital data access to teacher workforce supply data. The ATWD Key Metrics Dashboard provides digital access to longitudinal trend data from the Australian Teacher Workforce Data (ATWD) initiative.

The ATWD Key Metrics Dashboard provides the characteristics of teacher supply and the experiences of teachers across Australia, including: who they are, where they work, and what the critical workforce issues of concern are to our current and future teachers. This will support workforce modelling and planning and help to identify and address critical issues.

<https://www.aitsl.edu.au/research/australian-teacher-workforce-data/key-metrics-dashboard>

A summary of key findings for each release is available for download:

- 27 January, 2023: [Initial teacher education: Supply by jurisdiction and provider data](#)
- 28 November, 2022: [Teacher workforce characteristics and transitions to workforce](#)
- 15 September, 2022: [Initial teacher education priority data \(2005-2019\)](#)
- 15 September, 2022: [Teacher workforce characteristics priority data \(2018-2020\)](#)



ASEPA – Was at the table as a member of the National Teacher Workforce Working Party

The Federal Minister for Education Mr Jason Clare and other state ministers for education has commissioned The Commonwealth Department of Education to form a working party to make recommendations to address current teacher workforce issues.

Each state or territory Secretary, CEO or Director General for education is part of the working party.

There are only three principal representatives on the working party.

The ASEPA, ASPA and APPA National Presidents.



ASEPA – Face to face meeting regarding the National School Resourcing Agreement

The Federal Minister for Education Mr Jason Clare and other state ministers for education has commissioned The Commonwealth Department of Education to form a working party to make recommendations to address current teacher workforce issues.

Each state or territory Secretary, CEO or Director General for education is part of the working party.

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The ASEPA, ASPA and APPA National Presidents.

ASEPA – National School Reform Agreement – Submission - emailed

The National School Reform Agreement

Fact sheet

The [National School Reform Agreement](#) (National Agreement) is a joint agreement between the Commonwealth, states, and territories, that aims to lift student outcomes across Australian schools. It outlines a set of strategic reforms in areas where national collaboration will have the greatest impact on driving improved student outcomes.

The National Agreement features three reform directions across five years, 2019-2023 and focus on:

- supporting students, student learning and achievement;
- teaching, school leadership and school improvement; and
- enhancing the national evidence base.

These reforms are based on what works and have been informed by several key reviews including, Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools.



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Dr Lisa O'Brien AM
Chair, Australian National School Resourcing Panel

Subject: Submission from the Australian Special Education Principals Association (ASEPA)

Dear Dr O'Brien

I am writing on behalf of the Australian Special Education Principals Association (ASEPA) to present our proposals for funded support that is critical for advancing special education in Australia. These initiatives are designed to enhance the quality of education and the overall well-being of students with disabilities and complex needs. Our recommendations focus on the following key areas:

Targeted Commonwealth Funding for Special Schools:

To ensure that special schools can effectively cater to the unique needs of their students, we propose the following strategies for targeted Commonwealth funding:

a) Resource Allocation: Allocate specific funding for special schools based on the individual needs and characteristics of their student population based on existing

AITSL – Middle Leaders – ASEPA input.

Middle leader educators – who are they and what do they do? The latest Spotlight Middle leadership in Australian schools, released today by the Australian Institute for Teaching and School Leadership (AITSL), finds that middle leaders are highly experienced educators, often promoted to their role because of their high-quality teaching skills and experience.

Sometimes known as head teachers, assistant principals, directors of curriculum, or a plethora of other titles, middle leadership roles in Australian schools can be loosely divided into three categories: pedagogical leadership, student-based leadership, and program leadership.

AITSL CEO Mark Grant states, “Middle leaders are integral to their schools and school communities. They skilfully use a combination of collaboration, communication, management, and facilitation skills to share their expertise, thereby shaping teaching practices and learning outcomes.

“Currently, there’s no shared definition of middle leadership in Australia. Middle leadership roles and responsibilities are defined and assigned differently across Australian schools.

“AITSL has just begun a partnership with the Queensland Department of Education to develop and trial professional standards for middle Leaders. By drawing on the expertise of all systems and sectors during development, we will achieve standards that will support the development and expertise of this vital cohort of leaders – tomorrow’s school principals and heads. This is great news for our middle leaders, their colleagues, and the students they support,” Mr Grant said.

You can read the November Spotlight here.

<https://www.aitsl.edu.au/research/spotlights/middle-leadership-in-australian-schools>

aitsl
Australian Institute
for Teaching and
School Leadership
Limited

Spotlight

Middle leadership in Australian schools



AITSL – Middle Leaders – ASEPA input.



Confidential Draft

Professional Standards for Middle Leaders

The document you are reading is an early draft of the Professional Standards for Middle Leaders which is scheduled to be finalised in April, 2024. AITSL has drawn on a wide research base for the development of the standards and has aligned with the ACER School Improvement Tool. A comprehensive literature review will be published on the AITSL website in mid-2023.

Purpose of the Standards

- To establish high expectations for the capability and development of the critical role of middle leaders.
- To clearly articulate the standards which are required for the work of middle leadership in building teams and improving teaching and learning
- To enable middle leaders to both self-assess and be able to be provided with clear feedback about their current capability to inform their development needs
- To raise the profile and importance of the role of middle leaders in achieving state and national goals for the improvement of teaching and learning

Context:

AITSL, in its partnership with the Queensland Department of Education, is iteratively developing these standards based on research and informed by practice. AITSL is drawing on the advice of an expert panel and feedback from key stakeholders to refine each version of the standards. The expert panel members are:

Dr Viviane Robinson, Distinguished Professor Emeritus, The University of Auckland
Dr Peter Grootenboer, Professor of Education, Griffith University
Dr Kylie Lipscombe, Associate Professor, School of Education, University of Wollongong
Dr Kerry Elliot, Senior Research Fellow, Australian Council for Educational Research (ACER)

The ASEPA President liaised with the DESE and Minister to advocate for the recognition of NATSIPA

ASEPA, like NATSIPA are smaller principal organisations unlike our primary and secondary associations APPA and ASPA.

Dyonne Anderson, President of the National Aboriginal and Torres Strait Islander Principal Association (NATSIPA) is a teaching principal in NSW and has been doing her national role on top of her load, just like me in my role for ASEPA.

In the true spirit of reconciliation, I reached out on Dyonne's behalf to seek formal recognition by the Commonwealth DESE and Minister. The Minister has since then established formal recognition and ongoing funding for NATSIPA.

The strength of friendship and genuine partnership in this space is something for which ASEPA will be remembered and genuinely unites us in the course of genuine reconciliation.

<https://www.natsipa.com/#our-purpose>



As the President of the NSW SEPLA Association, the ASEPA President has been successful in gaining full recognition and release.

For many years I have advocated for equity of release and recognition for our state association, based on the QASEL Queensland model.

As a result of years of work I have been granted full release from my school (zero \$ cost to ASEPA) and now have a lead principal employed to fulfil my substantive position at Newcastle Community of Schools.

The Secretary for Education NSW Georgina Harrisson signed off on the release and also an MOU securing on top of my release \$138,000 for SEPLA per year. This release and MOU clearly state that this release is for my state, national and now international representation as the 2023-2024 Representative General of the International Confederation of Principals.



ASEPA President elected as the International Confederation of Principals – Representative General.

At the ICP Council+ Meeting in October, calls for nominations were made for the Representative General of the ICP executive after Lenndert-Jan Veldhuyzen stepped down from the role to become the incoming president for ICP 2023-24.

I have had a longstanding relationship with the ICP and was successful in my nomination which was seconded and endorsed by the full ICP Council.

Duties of Representative General (2-year term with option for further 2 years) The Representative General will:

- a) Monitor, guide and manage governance including the Constitution, By-Laws, policies and procedures.
- b) Provide a report to the ICP Council annually about management, monitoring and compliance of ICP.
- c) Support the President, Executive Secretary and Regional representatives
- d) Advise the Executive Committee and seek guidance, as appropriate, on governance.



ASEPA Board Priorities discussed at National Council.

A focus on Strategic Direction 1 of our Strategic Plan:
The National Leadership Voice Ensuring the voice of the principals and members we represent is heard at a national level.

Actions suggested:

A budget set for @ \$100,000.00 per year (\$400,000.00) to prioritise work.

1. Consider in investing in a workforce communications office (professional officer) to coordinate National Council work and to coordinate and complete submissions on behalf of the Council and Board. **Discussion**
2. Prioritise the needs of states and territories with regard to equity. **Discussion**
3. Commission new research (see Muted Voices). **Discussion**
4. Marketing ASEPA. President/CEO and Chair to attend state and territory meetings and physically enhance presence across Australia. **Discussion**

ASEPA Council Documents for Board Consideration.



Possible Benefits of Employing a Paid Professional Officer for ASEPA:

1. **Enhanced Organizational Efficiency:** Having a dedicated paid professional officer will streamline administrative tasks, communication, and coordination within ASEPA. This will free up the national president and national council members to focus on strategic decision-making and policy advocacy.
2. **Continuity and Stability:** A paid professional officer can provide continuity and stability to the organization by ensuring consistent leadership and support, even during transitions between different national presidents or council members.
3. **Expertise and Specialization:** The professional officer can bring specialized expertise and knowledge in areas such as organizational management, event planning, financial management, and communications, adding value to ASEPA's operations.
4. **Increased Membership Engagement:** With the support of a dedicated officer, ASEPA can implement more effective membership engagement strategies, including regular communication, member outreach, and targeted initiatives to cater to the needs of special education principals across Australia.
5. **Policy Research and Advocacy:** The professional officer can conduct research and gather data on issues relevant to special education, enabling ASEPA to advocate for evidence-based policies and practices to improve the quality of special education in the country.
6. **Effective Stakeholder Relations:** The officer can foster positive relationships with stakeholders, including government agencies, education institutions, and advocacy groups, to enhance ASEPA's influence and collaboration in the special education community.



Research Proposal 1: State and Territory Funding and Resourcing Policies for Australian Special Schools

Introduction:

The Australian Special Education Principals Association (ASEPA) recognizes the critical role of state and territory funding and resourcing policies in ensuring the provision of quality education for students with special needs. This research proposal aims to investigate the state and territory funding and resourcing policies and practices for Australian special schools. By conducting an in-depth analysis of these policies, the research intends to identify strengths, challenges, and areas for improvement to better support the education of students with disabilities.

Research Objectives:

The primary objectives of this research are:

- To examine the current state and territory funding and resourcing policies for Australian special schools.
- To **analyze** the effectiveness and impact of existing funding and resourcing practices in meeting the diverse needs of students with disabilities.
- To identify gaps and disparities in funding and resourcing across different states and territories.
- To explore the perspectives and experiences of special education principals, teachers, and parents regarding the adequacy and efficiency of funding and resources in special schools.
- To recommend evidence-based strategies and policy changes to enhance funding and resourcing for Australian special schools.



Research Proposal 2: Enhancing Initial Teacher Education for Pre-Service Special Education Teachers

Introduction:

The Australian Special Education Principals Association (ASEPA) recognizes the crucial role of well-prepared and skilled teachers in providing high-quality education to students with special needs. This research proposal aims to investigate ways to develop and enhance initial teacher education and support pre-service special education teachers. By focusing on improving the skills and preparedness of pre-service teachers, the research intends to contribute to the creation of a highly competent and qualified workforce in special education.

Research Objectives:

The primary objectives of this research are:

- To analyse the current state of initial teacher education programs for pre-service special education teachers in Australia.
- To identify areas for improvement and enhancement in the existing teacher education curriculum and pedagogical approaches.
- To explore effective strategies to support pre-service special education teachers in developing the necessary skills and knowledge to work with students with special needs.
- To investigate the role of mentoring and practical experiences in strengthening the preparedness of pre-service special education teachers.
- To recommend evidence-based approaches to enhance the overall quality and effectiveness of initial teacher education in special education.

Research Questions:



CAP

Coalition of Australian Principals



**A NEW NATIONAL
PARTNERSHIP**



All sectors, all national presidents together for the first time!

Andrew Pierpoint – President ASPA
Malcolm Elliot – President APPA
Matthew Johnson – President ASEPA
Anne Rebgetz – President CaSPA
Dyonne Anderson – President NATSIPA
Ian Anderson – President AGPPA
Paul Clegg – President IPSHA
Brad Gaynor – ACPPA
Dr Grant Dawson - AHISA

The Contributors

Congratulations must go to all the contributors and participants of Broadcast. Not only does this represent the coalition of School Principal Associations, but it also brings together many of the authorities and leading specialists in current health and wellbeing thinking.

For the first time, school leaders have united to discuss, share, contribute and distribute relevant information relating to their health and wellbeing. Broadcast is committed to supporting and facilitating this initiative and welcome your participation moving forward.

Contributors below are listed alphabetically based on their first names.



<https://broadcast.schooltv.me/bulletin-article/introducing-broadcast>



Broadcast

The Wellbeing Voice for School Leaders | MAY 2021

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Welcome to Broadcast

Broadcast is a wellbeing platform developed exclusively for the coalition of Australian School Principal Associations and their members. The aim of Broadcast is to provide a united community approach in the research, communication and support to our valued school leaders in achieving better health and wellbeing outcomes.

Due to the complexity of issues and demands faced by school leaders today, a greater emphasises needs to be placed on both understanding needs and providing support.

The new coalition of associations has partnered with SchoolTV, an independent resource that streamlines wellbeing content for school communities, to facilitate a series of surveys focused on Principal health and wellbeing. Survey data will also complement the annual research conducted by Professor Philip Riley of Deakin University and support new federal and state policy initiatives.



ASEPA National Council Meeting

Dates 2023.

Council meets twice per term via zoom. It is hoped that during this year and next, the Council can meet face-to-face and also meet with the Board once per year.

Council Dates: Zoom meetings with all meetings recorded for 2023 are as follows. All members have been sent meeting requests for all dates and also have been asked to ensure a replacement from the association if unable to attend.

ASEPA NATIONAL COUNCIL MEETING 1 - 2023 - Shared screen with speaker view



The screenshot shows a Zoom meeting interface. On the left, a video feed of a man with glasses and a beard speaking. Behind him is a brick wall and a large window. To his right, a banner for ASEPA (Australian Special Education Principals' Association) is visible. On the right side of the interface, there is a 'Chat Messages' panel. It includes a search bar and a list of messages from participants. The messages discuss school programs, glasses, and upcoming events. At the bottom, there is a video player control bar showing the time 00:02:27 / 01:25:40 and a speed control icon.

Who can see your viewing activity? X

Chat Messages

Search chat

Pennie- Belvoir Special S... 31:25

PB We have glasses in school programs.

Parent must give permission. Test onsite and free glasses

visiting vision and hearing teachers come from region. Usually once a year

Sorry once a term.

Next SWDAG Thursday the 23rd 1-3

1

mgrant 01:31:19

<https://www.aitsl.edu.au/research/spotlights/inclusive-education-teaching-...>

00:02:27 / 01:25:40 on Awabakal land

Speed

Wed, Mar 22

12:00 PM - 01:30 PM

ASEPA NATIONAL COUNCIL MEETING 2 - ...

Meeting ID: 843 1520 4008

Wed, May 10

12:00 PM - 01:30 PM

ASEPA NATIONAL COUNCIL MEETING 3 - ...

Meeting ID: 826 4459 7132

Wed, Jun 21

12:00 PM - 01:30 PM

ASEPA NATIONAL COUNCIL MEETING 4 - ...

Meeting ID: 861 8557 5317

Wed, Aug 2

12:00 PM - 01:30 PM

ASEPA NATIONAL COUNCIL MEETING 5 - ...

Meeting ID: 816 6044 1677

Wed, Sep 13

12:00 PM - 01:30 PM

ASEPA NATIONAL COUNCIL MEETING 6 - ...

Meeting ID: 896 2714 1500

Wed, Oct 18

12:00 PM - 01:30 PM

ASEPA NATIONAL COUNCIL MEETING 7 - ...

Meeting ID: 819 4319 0465

Wed, Nov 29

12:00 PM - 01:30 PM

ASEPA NATIONAL COUNCIL MEETING 8 - ...

Meeting ID: 867 9412 1346

ASEPA National Council Meetings

The National Council has met 5 times this year, 4 virtually and one face-to-face.

The meetings are scheduled for 90 minutes and are recorded. The format always includes a presentation from key people or initiatives that are pertinent to ASEPA and our principals.

During 2023 we have had presentations from:

- **Mark Grant – CEO AITSL**
- **Steph Villeman – Coordinator Teacher Wellbeing at Beyond Blue**
- **The Australian Teacher Workforce Data Team**
- **The Australian Principal Health and Wellbeing Team**



NATIONAL COUNCIL MEETING

Wednesday February 15, 2023

ZOOM VC Meeting

Join Zoom Meeting

<https://us02web.zoom.us/j/88182800968>

12pm - 1:30pm ESDT (Sydney)

AGENDA



	Item	Documents
1.	Attendance Apologies	Niki Takos
2.	Minutes Business arising from minutes	Topic: ASEPA NATIONAL COUNCIL MEETING 7 October 25 2022 Start Time: Jun 21, 2022 11:56 AM Recording of previous meeting below. https://us02web.zoom.us/rec/share/6JmNbK5JaEnDAGyBwXv4Jl0DhEg7pIpRHsD2xUa23cAVZsigb4Ywu4luUxX9uNbo.3cOc8E7CkTZ5NaXa
3.	Correspondence	NIL
4.	ASEPA President Report - Matt	Brief Overview Report <ol style="list-style-type: none">1. ASEPA National President elected to the Executive of the ICP (International Confederation of Principals) as General Representative.2. Ongoing meetings Federal Minister Jason Clare – Meeting with CAP3. ASEPA president on the National Teacher Workforce Working Party



THANK YOU