



# SA Secondary Principals' Association Inc ANNUAL REPORT 2021



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# Introduction

*The South Australian Secondary Principals' Association (SASPA) is an incorporated body with a membership of 290 leaders of secondary education in the public system.*

*SASPA operates as a professional service provider and education policy advocate working through its peak body, the Australian Secondary Principals' Association (ASPA), nationally and in concert with the employing agency, the Department for Education, locally.*

*This Annual Report represents an account of the activities of SASPA from 1st January to 31st December 2021, and includes the Chief Executive's Report, the President's Report and the general purpose financial statements for the calendar year.*

## Our Purpose

*The promise that the South Australian Secondary Principals' Association makes to its members is to advocate for high quality leadership of public education by:*

- further developing the capacities of Principals and their executive teams who are leading the continuous improvement of teaching, learning and wellbeing in secondary schools
- providing networks for effective secondary educational leadership practice to be shared and promoting these practices more widely
- identifying, and working to improve, systemic conditions that will increase leaders' capacity to have positive impact on secondary learners.

# From the Chief Executive:



*I am pleased to present the 2021 Annual Report for the South Australian Secondary Principals' Association (SASPA).*

**I am pleased to present the 2021 Annual Report for the South Australian Secondary Principals' Association (SASPA).**

It is a privilege to report on the work undertaken by SASPA in 2021: another year impacted by COVID and, in terms of secondary education, a year dominated by the "change leadership" required to prepare high schools for Year 7 intakes from 2022.

In accordance with its Statement of Purpose, SASPA has much to be proud of with regards to its advocacy for public education; its contributions to the professional development of secondary school leaders, and its influence upon system improvement.

**I take this opportunity to highlight six of the Association's key achievements for 2021.**

- (i) Unleashing Your Leadership Potential.** This year we had 60 participants in SASPA's *Unleashing Your Leadership Potential* program for aspiring leaders. This means that 256 Band B leaders have accessed this program during the six year period, 2016 – 2021. The work undertaken by the 2021 cohort was of a very high calibre.
- (ii) The Thriving Principal.** In partnership with SAPPA and the University of SA, we trialled a principal development program, *The Thriving Principal*, which leveraged strategies emerging from important research authored by Dr Chris Dolan, "Paradox in the Lives and Work of School Principals". Organised into professional learning communities (facilitated by Lyndall Bain, Chris Dolan, and Rob Shepherd) principals problematised one of the many ambiguities, paradoxes or tensions in their working lives and listened to colleagues take on these issues and how they have handled something similar. As a model for professional learning, SASPA will use this approach for a planned 2022 Band B program whilst we put *Unleashing Your Leadership Potential* on pause.
- (iii) South Australian Learner Profile Pilot Project.** SASPA was a proud partner in the SA Learner Profile Pilot Project (2020 – 2021). Together with AISSA and Catholic Education (SA) we contracted the University of Melbourne's Assessment Research Centre to provide 18 project schools with a process for designing warrantable assessment and recognition credentialing and reporting systems. The project's 2nd year focused on each school's creation of a Learner Profile which graphically depicted student development of complex capabilities. SASPA's six schools assessed and recognised students' demonstration of *Collaboration, Communication, Creativity, Critical Thinking, Personal and Social Development, and Self-Regulation or Self-Management* skills. Truly ground-breaking work! Importantly, the work of this Project is aligned to learner profile activity being developed by the SACE Board of SA, pursuant to its Strategic Plan 2020-2023.
- (iv) Equity and Inclusion Networking Series.** When COVID threatened to derail our annual conference plans for the 2nd year in a row, we decided to disaggregate the planned inputs and repackage them into an Equity and Inclusion networking series. Our opening session was held in September and included two fabulous keynote and Q&A sessions: one from Professor Gert Biesta, the other from Professor Tanya Fitzgerald. The second session in the series was "The Punk Rock Principal and other metaphors for educational leadership" which included presentations from Dr Amanda Heffernan and Dr Chris Dolan. Despite shifting dates, both sessions were well attended and, importantly, brought leaders together to network and learn from each other.

# From the Chief Executive

(v) **Student Agency: a lever for positive transition.** This 22 page publication is a practical guide for schools seeking to improve student engagement in the process of primary to secondary transition. It is the result of SASPA's research partnership with SAPPA and the Department's Year 7 into HS Team. Whilst prepared with the double cohort transition in mind, I am confident that the publication's advice will stand the test of time.

(vi) **What Does the Data Say?** I am proud of these and all other achievements that SASPA celebrates for 2021. The Association's good work would not have been possible without the considerable efforts of the 2021 Board (led fearlessly by our elected President, Eva Kannis-Torry) and of the 114 members from 49 schools who participated actively in our Strategic Direction Committees.

I congratulate them all for their commitment, enterprise, resilience, and wisdom.

Peter Mader



Chief Executive

14th December 2021



The 2021 SASPA Board with ex-officio members, Peter Mader and Kym O'Loughlin.



# A Year on a Page SASPA 2021 OVERVIEW

The promise that the South Australian Secondary Principals' Association (SASPA) makes, in advocating for public education, is to:



Further develop the capacities of Principals and their executive teams who are leading the continuous improvement of teaching, learning and wellbeing in secondary schools

Provide networks for effective secondary educational leadership practice to be shared and promote these practices more widely

Identify, and work to improve, systemic conditions that will increase leaders' capacity to have positive impact on secondary learners



## BUILDING LEADERSHIP CAPACITY

### MEMBERSHIP

99

Sites

290

Full Members

51

Aspiring Leader Members

## PROFESSIONAL DEVELOPMENT

12

SASPA professional learning and networking event dates in total reaching 771 participants.

60

Graduates in SASPA's newest program, Know Your Impact.

62

Graduates in the 2021 Unleashing Your Leadership Potential program.

256

Graduates of the Unleashing Your Leadership Potential (UYLP) Program 2016 – 2021.



## NEW AND ON-GOING STRATEGIC COLLABORATIONS

### Seeing is Believing: The Future School is Here

Valerie Hannon's 3rd March Australian Learning Lecture, *Seeing is Believing: The Future School is Here*, was a SACE Board of SA and SASPA collaboration.

### The Thriving Principal Program

Supported by a grant from the Principals Australia Research Foundation, SASPA partnered with SAPPa and the University of SA to trial a Professional Learning Community approach to supporting principals' work within the various ambiguities, paradoxes and tensions identified in Dr Dolan's research, *Paradox in the Lives and Work of School Principals*.

### The SA Learner Profile Project

Supporting 6 public secondary schools in their work with 6 Catholic and 6 Independent schools and the University of Melbourne to assess Capabilities and to develop a Learner Profile.

### University of SA Visiting Research Fellowship Scheme

SASPA partnered with SAPPa and the University of SA to have Gert Biesta (Professor of Public Education, Maynooth University, Ireland, and Professor of Educational Theory and Pedagogy, University of Edinburgh, United Kingdom) to undertake work on an Equity in Education project (2021 – 2023).

### Principal Remuneration and Classification

SASPA is a partner with 6 other educational leadership associations in the Heads of Associations coalition. This collaboration has undertaken nationwide research into Principal remuneration and classification systems. The paper to emerge from this research is geared to influence the thinking of enterprise bargaining signatories – the Department for Education and the Australian Education Union (SA) – who will be using 2022 to settle a 2023+ arrangement.

### Inclusion and Wellbeing: From Policy to Practice Forum

SASPA partnered with SAPPa and the DfE's Support and Inclusion Division to explore the productive relationships between the intention of policies addressing Student Inclusion and Wellbeing and the pragmatics of implementation in primary and secondary school settings. This forum enabled "policy owners" and "policy users" to learn from each other about what is working well (and why), and to identify where and how improvements could be made to student inclusion and wellbeing in public education.

### Year 7 Transition Forum

Using the wisdom and experience of primary and secondary practitioners in a Case Study methodology, SASPA and the DfE's Year 7 into HS team hosted a forum to explore the key design elements, strategies, and approaches of an inclusive approach to student transition. As the state prepared for the double cohort primary-secondary transition, we were interested in sharing how school leaders were working to maximise the engagement, inclusion, and wellbeing of all students, particularly those identified as being at risk.



## ENHANCING THE PROFESSION (AND THE CONDITIONS IN WHICH THE PROFESSION WORKS)

### THE SASPA BOARD'S PRIORITY WORK FOR 2021 – 2023 FOCUSES ON:

#### Policy Advocacy

- Equity and Excellence
- Workforce Improvement
- Maximising the Potential of Secondary Alliances.

#### Building Leadership Capacity

- Innovation and School Transformation
- Futures Leadership
- Work – Life Balance.



## MEDIA

The CE provided numerous interviews on radio and commentary for The Advertiser and other print media.



22 → 211  
FOLLOWERS



350  
FOLLOWERS



748  
FOLLOWERS



## BUSINESS PARTNERS

10

Business Partners continued their support during a period of COVID19 restrictions which impacted face to face networking.



## FINANCE

An operational profit of **\$35,154** for the 2020/21 financial year, reinvested into the organisation for future member benefit. Overall cash balance remained healthy for the 2020/21 financial year.



## FACILITATING NETWORKS FOR SHARING EDUCATIONAL PRACTICE

23

Strategic Direction Group meetings involving

114

members from

49

member schools

SASPA.COM.AU

## From the President

## From the President:



*It is my very great pleasure to provide members with some reflections on the work undertaken by the SASPA Board during 2021.*

It is my very great pleasure to provide members with some reflections on the work undertaken by the SASPA Board during 2021.

The year marked the beginning of our Association's new management structure where, as President, I have responsibility for governance – which includes chairing the SASPA Board – and the Chief Executive, as our full-time salaried officer, has responsibility for the work of the Board and of the SASPA Office. This separation of powers has proven to be both an effective and an ethical way for us to undertake SASPA's business.

The Board is indebted to Denise Picton, Managing Director, Oztrain, who led us through a rigorous process of reflection and refinement which saw us identify and articulate our Strategic Directions 2021 – 2023. Elsewhere in this report, Peter Mader has accounted for the work that has been done in relation to each of our six key directions. Suffice to say, 2021 was a foundation year, and we have made a pleasing start on much of this work.

Whilst it is important that our Association retains its independence and sets a pro-active agenda, much of the Board's work this year has been in response to key education policy shifts. None has been more problematic than the changes to VET policy and its relationship to issues of SACE completion. SASPA members were active in problem solving issues arising from these changes through the influence of the Board and the Curriculum and Pedagogy Strategic Directions Group.

Where we have had considerable impact in 2021 is in shaping changes to teacher recruitment and selection processes and in seeing an increased emphasis on equity in the Department's Workforce Development Strategy (for teachers and leaders). The way in which People and Culture Directors, Mark Schultz, Tanya DiLorenzo and Amber McKinnon, have worked with the SASPA HR Committee this year highlights just how important it is to have policy makers and policy users working closely together.

The big change agenda for secondary leaders in 2021 was finalising our preparations for Year 7s being in High Schools from 2022. The collaborative work of the DfE Year 7 into HS Team, and the secondary leaders in schools undertaking the change, has been a powerful template for systemic transformation. I wish to extend my thanks to Wendy Johnson and Caroline Fishpool who have represented the interests of secondary leaders on the Department's Year 7 into HS Stakeholders Reference Group.

On the professional development front, our *Equity and Inclusion Networking Series* was a dynamic response to cancelling our annual conference for the second consecutive year. Congratulations to the Conference Planning committee for their agility and creativity.

Clearly, the Association has much to be proud of in 2021, including revising and modernising our constitution. I want to thank the SASPA Board for their work in achieving so much during another COVID disrupted year. I also wish to acknowledge the work of SASPA's inaugural Chief Executive, Peter Mader, and wish him all the best in his endeavour to complete a doctoral study. Jayne Heath is an outstanding replacement, and the SASPA Board looks forward to working with her from 2022.

Eva Kannis-Torry



President

14th December 2021



SASPA Chief Executive, Peter Mader, upon receiving SASPA Life Membership presented by Eva Kannis-Torry, SASPA President.



The promise that the South Australian Secondary Principals' Association makes to its members and supporters is to advocate for public education by:

- further developing the capacities of principals and their executive teams who are leading the continuous improvement of teaching and learning in secondary schools
- providing networks for effective secondary educational leadership practice to be shared
- enhancing the profession (and the education system in which we work).

This 2021 Annual Report submits evidence of SASPA's realization of this promise.

## Part One: Professional Growth

### (i) Equity & Inclusion Networking Series

The SASPA Professional Learning Committee, chaired by Jayne Heath, and ably supported by our Business and Events Manager, Kym O'Loughlin, and Events Management Trainee, Amelia Dixon, organised what was to be our 2021 annual conference, *Equity and Inclusion: A World Class Education for All*. Regrettably, for the second consecutive year, this event became a casualty of COVID 19 and the various restrictions to interstate travel, and to mass gatherings.



However, this year we “pivoted” and, instead of cancelling the event, we repackaged the conference content into a series of separate events spread over seven months, from September 2021 – March 2022.

Re-branded as the *Equity and Inclusion Networking Series*, our program commenced on 10th September with Professor Tanya Fitzgerald's keynote, “Why Equity and Inclusion Matters”, followed by a Q & A with Professor Gert Biesta, who had earlier provided conferees with a presentation, “What Kind of Society Does the School Need?” recorded

at his home in Edinburgh. Technology has been such a great friend to us during periods of COVID disruption, and it was amazing how close Gert felt to us at the National Wine Centre despite being some 16,000 kilometres away.

Our program's second session was held on 28th October and consisted of a fabulous workshop, “The Punk Rock Principal (and other metaphors for educational leadership)”, facilitated by Dr Amanda Heffernan and Dr Chris Dolan. This was a great example of how we can have some tremendous fun but still dig deeply into aspects of educational leadership.

The final session will be held next year on 25th March and will bring together inputs from Professor Pasi Sahlberg, Professor Scott Eacott and a range of exceptional SA educational leaders. This will be a fabulous springboard from which to launch SASPA's 2022 conference, “Lifting Up, Not Holding Back: Learner Entitlement”, scheduled for Thursday 18th and Friday 19th August. Confirmed speakers for the 2022 conference include Dr Niki Vincent (Commissioner for Gender Equality in Victoria), Professor Sam Sellar (Dean of Research, University of SA Education Futures), Helen Connolly (Commissioner for Children and Young People), Professor Irabinna Rigney (University of SA, Centre for Research in Educational and Social Inclusion) and Tim Costello AO (former Chief Executive, World Vision Australia).

The 2022 conference marks the second part of a conference trilogy; one which enables us to plumb more deeply into how equity is understood and enacted in our schools, and how it is translated through the systemic and national agendas for school improvement.

## (ii) Unleashing Your Leadership Potential (SASPA's Aspiring Leaders' Program)

Unleashing Your Leadership Potential (UYLP) is a 4 day program for Band B leaders which SASPA has offered annually since 2016. It is designed to explicitly develop the knowledge and leadership dimensions which we refer to as the "Big Ideas".

- The new learning paradigm
- Empowering the learner
- De-privatising professional practice
- Re-designing secondary schooling
- Transforming schools through innovation
- Facilitating the collision of ideas
- 21st C schools for the connected, global world
- Continuous engagement in school-based reform.

These 8 ideas surfaced from the 100 secondary principals who participated in the Australian Secondary Principals' Association (ASPA) Talking Heads program. The ideas reflect the understanding that 21st C secondary schools operate as eco-systems and that school leaders must become "edu-preneurial". Over the past six years, 256 Band B leaders have been through this SASPA program.

There were 60 participants in the 2021 "Unleashing Your Leadership Potential" program.

	Numbers	Country	Metro	Female	Male
<i>Deputy Principals</i>	4	2	2	2	2
<i>Assistant Principals</i>	18	5	13	10	8
<i>Coordinators</i>	38	3	35	26	12

**Table 1:** Breakdown of 2021 UYLP Program participation.

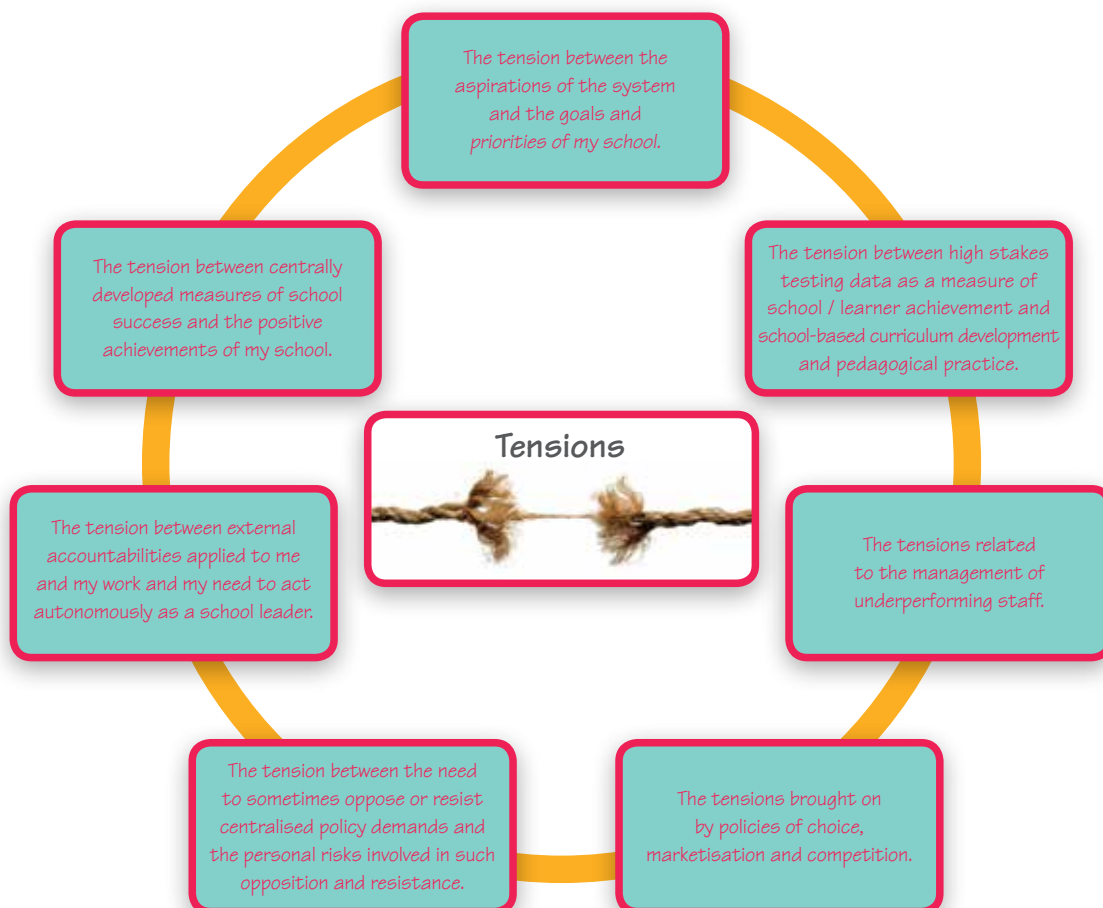
The professional learning model used by the SASPA Professional Learning sub-committee, and evidenced through the UYLP program, is characterised by 4 key principles:

- current and aspiring school leaders are involved in the planning and facilitation
- the Socratic method is utilised (rather than only teaching or telling)
- discussions and reflections are strongly evident in all face-to-face sessions
- a blended model of learning is to be used: i.e., face-to-face, and on-line.

I would like to publicly thank Jayne Heath for assisting me in the facilitation of UYLP 6.0 and to the following leaders who provided compelling narratives about leadership to the 2021 program – Richard Abell, Jayne Heath, Alistair Brown, Jacqui van Ruiten, Toni Carellas and Rhoni McFarlane.

## Next Steps:

During 2021 the Unleashing Your Leadership Potential program was externally evaluated by Dr Chris Dolan. Although overwhelmingly positive in its analysis of the impact of this program, the evaluation report provided a set of recommendations (fully endorsed by the SASPA Board) which signpost the need for its repurposing. So, in 2022 a pause button has been pressed to enable the UYLP program to be revised. In its place, the SASPA Office has agreed to facilitate a set of professional learning communities for those graduates of the program who seek a supported approach to further develop their leadership capacity. This will be modelled, in part, by what we have learnt during 2021 from piloting *The Thriving Principal* program.



## (iii) The Thriving Principal

Research published in 2020 by Dr Chris Dolan (SASPA, SAPPa & University of SA), by Dr Amanda Heffernan & Andrew Pierpoint (Monash University & ASPA) and by Professor Riley (Deakin University) all underlined the various factors impacting on the work-satisfaction and wellbeing of principals.

**Recommendations made by the research, followed two discrete paths of action for principal associations:**

- a need to act strategically (to improve systemic conditions for the principal class)
- a need to act responsively (to improve how principals work within existing systemic conditions).

SASPA, with its partners, SAPPa and the University of SA, and with the support of a small grant from the Principals Associations' Research Foundation (PARF), conceived *The Thriving Principal* program to focus on the latter, i.e., to support current principals to work effectively and safely within the various ambiguities, paradoxes and tensions outlined in the research.

Organised into three discrete professional learning communities, each facilitated by a former principal (Lyndall Bain, Chris Dolan, and Rob Shepherd), principals de-privatised their leadership practice in relation to a tension evident in their work and heard from colleagues about how they navigated a similar tension.

### Key learnings from this way of facilitating professional growth included:

- how important it was to have a challenging, supportive, non-judgmental, and safe space to problem solve
- how “learning for principals, by principals” is such a powerful medium
- how there are stages (not ages) of leadership and, regardless of levels of experience, leaders can always learn from the work of others
- how PLCs are not an echo chamber but, rather, provide the basis through which robust conversations are actively encouraged so that we challenge ourselves and each other.

The success of this pilot has led to the creation of a similar program for Band B leaders which will be offered to UYLP graduates in 2022. Please keep a lookout for more information from the SASPA Office about this exciting new venture.

### (iv) Know Your Impact

One of the professional learning services the SASPA Office offered in 2021 was a bespoke program for school leadership teams delivered in-context. The leadership teams at Balaklava, Blackwood, Clare, and Craigmore took up this opportunity and found ways to incorporate the program, *Know Your Impact*, into the fabric of their meeting cycles.

#### Some of the topics covered were:

- Planning for impact
- Integrated the actions of teams for whole school improvement
- Leading change
- Building the capacity of others
- Learning conversations.

This model of professional growth has proven to be adaptable, contextual, and flexible – delivered “at schools, for schools” – with the additional benefit of increasing team cohesion, alongside the explicit building of knowledge and skills.

### What are our plans for Professional Learning in 2022?

The SASPA Professional Learning Committee has set an attractive program of work for 2022 in its quest to further develop the capacities of principals and their executive leadership teams.

**In addition to the 2022 Annual Conference on 18th and 19th August, the Professional Learning Committee will oversee the following events:**

- UYLP Graduates program – adopting a Professional Learning Community (PLC) methodology for leadership growth (commencing Monday 7th March and concluding in early November).
- Equity and Inclusion Networking series – the final session will be held on Friday 25th March at the National Wine Centre.
- “Twilight Seminars” will be spread across the year and will include examples of how a range of resources can support the use of our Dialogic Framework Poster in schools.

We do hope that you are able to take up some of these professional learning opportunities.

# Annual Report 2021



Members of the 2021 UYLP cohort discussing their action research into leading change.



The Class of 2021 were recognised by Eva and Peter at our AGM Dinner.

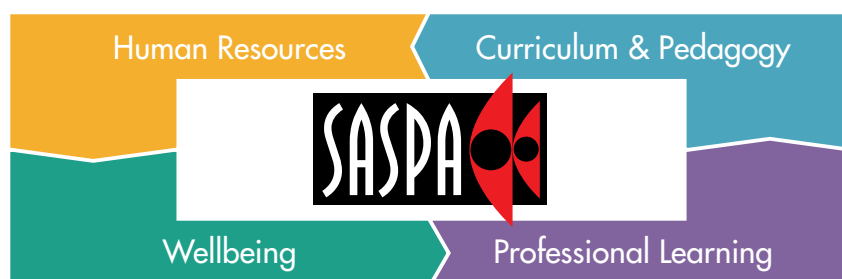


## Part Two:

# Professional Networks for Contemporary Practice to be Shared

SASPA has established networks of leaders which operate as standing committees. These committees are an integral part of the Board's Strategic Directions work. Not only do they enable contemporary practice to be shared, but they

also explore solution-focused conversations designed to consolidate feedback to the Department on a range of policies, procedures and practices which impact the work of secondary educational leaders.



(a) *Curriculum and Pedagogy* (Convener: Penny Tranter; Deputy Convener: Karla Pobke)

### The Influence We Seek

SASPA is committed to an authentic working partnership with the Department for Education on the delivery of world class curriculum, pedagogy, learning design, assessment, and moderation. SASPA will work with a range of agencies (including DfE, the SACE Board and universities) to build the capacity of our leaders to challenge and support teachers to improve professional practice.

### 2021 Priority Work

#### Building Leadership Capacity:

- Provide ongoing professional learning opportunities that align to Curriculum and Pedagogy priorities in partnership with the Professional Learning strategic directions group.
- Provide opportunities for collaboration and sharing of highly effective practice (including through focus and sub-groups where relevant).
- Develop implementation strategies for world class teaching and learning consistent with the:
  - ASPA Monograph, *Beyond Certainty: A Process for Thinking About Futures in Australian Education*
  - SASPA, SAPPa & DfE poster/infographic, *Leading World-Class Teaching and Learning: Navigating the Curriculum to Develop Expert Learners*
  - SACE Strategic Plan 2020-2023
  - SA Learner Profile pilot project (in collaboration with AISSA and CESA).

The 47 members of the 2021 Curriculum and Pedagogy Committee were:

Alex <i>Smith</i>	KICE	Mary-Lou <i>Michael</i>	Charles Campbell
Amanda <i>Walsh</i>	Norwood Morialta HS	Matthew <i>Verdon</i>	ASMS
Andrew <i>Dickinson</i>	Nuriootpa HS	Meg <i>Fay</i>	The Heights School
Anna <i>Mirasgentis</i>	Woodville HS	Michelle <i>Cordera</i>	Marden SC
Bronte <i>Nicholls</i>	Adelaide Botanic HS	Michelle <i>Kohler</i>	School of Languages
Bruce <i>Oerman</i>	Oakbank AS	Natasha <i>Dunn</i>	Golden Grove HS
Casey <i>Freeman</i>	Brighton SS	Penny <i>Tranter</i>	Seaview HS
Connie <i>Soltysiak</i>	Adelaide HS	Pepe <i>Bouzas</i>	Roma Mitchell SC
Eulia <i>Taylor</i>	KICE	Peter <i>Mader</i>	SASPA
Jane <i>Barnett</i>	Willunga HS	Peter <i>Philp</i>	KICE
Jarrold <i>Chave</i>	Aberfoyle Park HS	Rachel <i>Seager</i>	Adelaide Botanic HS
Jason <i>Loke</i>	Blackwood HS	Rodney <i>Mangos</i>	Thebarton SC
Jeane <i>Schocroft</i>	Open Access College	Ross <i>Wall</i>	Heathfield HS
Jenny <i>Johns</i>	Unley HS	Rowan <i>Hearne</i>	Riverbanks College
Jeremy <i>Cogan</i>	Glenunga IHS	Sandra <i>Greenan</i>	Adelaide HS
Julie <i>Ferguson</i>	Marryatville HS	Sarah <i>Chambers</i>	Mitcham Girls' HS
Karen <i>Bond</i>	Playford International	Shelly <i>Brown</i>	Paralowie R-12
Karla <i>Pobke</i>	Parafield Gardens HS	Sonia <i>Pringle</i>	Balaklava HS
Lara <i>Lang</i>	ASMS	Sue <i>Richards</i>	Blackwood HS
Lee <i>Knight</i>	Underdale HS	Tania <i>Duff-Tytler</i>	Golden Grove HS
Lia <i>Tedesco</i>	School of Languages	Toni <i>Carellas</i>	Roma Mitchell SC
Liz <i>Rankine</i>	Gawler & District	Tony <i>Sims</i>	Henley HS
Lyndon <i>Parry</i>	Marryatville HS	Warren <i>Symonds</i>	Mount Barker HS
Mark <i>Hodgson</i>	Riverbanks College		

Work undertaken in 2021 to advance the committee's priority work included:

- advice and feedback to the DfE Learning Improvement division on the Curriculum Materials aligned to the Australian Curriculum
- advice to the DfE Pathways directorate on the implementation of reforms to VET in Schools
- advocacy for the importance of the General Capabilities, through a variety of initiatives including the SA Learner Profile Pilot Project and the various ACARA projects including Learning Progressions.

On behalf of the Association, I would like to congratulate Penny Tranter and her team for the insights they have provided on a range of curriculum and pedagogy matters including contributing to the Department's production of Curriculum Documentation materials, the Department's implementation of the VET Review, and feedback to the network of schools involved in the SA Learner Profile pilot project.

**(b) Human Resources** (Convener: Richard Abell and Deputy Convener: Peter Kuss)

**The Influence We Seek:**

SASPA is committed to working collaboratively with the Department for Education to realize the ambition of having quality teaching in every classroom and in every school.

This includes strategic revisions to HR Policies, Procedures and Practices to improve issues of Leader, Teacher and SSO supply, professional growth, and movement (regardless of a school's location or Index of Disadvantage).

## 2021 Priority Work:

- Sharing innovative HR practice – e.g., Reconfiguring leadership ready for Year 7 into HS, Rescoping the school's SSO HR profile etc.
- Improved Recruitment & Selection Procedures:
  - Staff mobility and issues around tenure.
  - Solving the end of year 'game' scenario.
  - Re-framing the role of DfE HR consultants.
- Problem-solving the issue of Principal Supply.

The 26 members of the 2021 Human Resources Committee were:

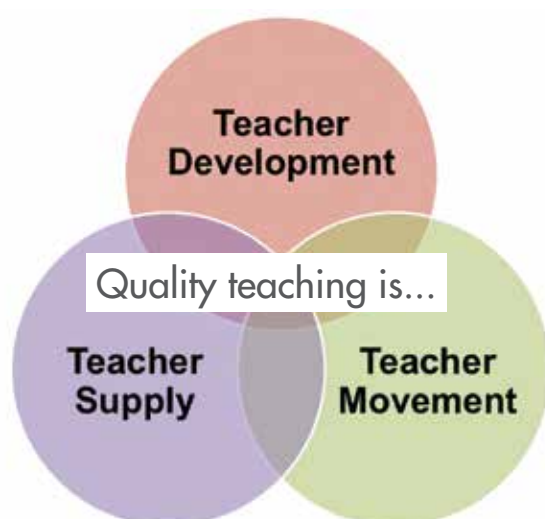
<i>Ali Bogle</i>	Minlaton District	<i>Matthew Verdon</i>	ASMS
<i>Alistair Brown</i>	Adelaide Botanic HS	<i>Matthew Zviedrans</i>	Golden Grove HS
<i>Alix Verdon</i>	ASMS	<i>Michelle Cordera</i>	Marden SC
<i>Anna Mirasgentis</i>	Woodville HS	<i>Nathan Cini</i>	Mitcham Girls' HS
<i>Anthony van Ruiten</i>	Willunga HS	<i>Nick Zissopoulos</i>	Playford International
<i>Bronwyn Eglinton</i>	Banksia Park IHS	<i>Nigel Gill</i>	The Heights
<i>David Carter</i>	Norwood Morialta HS	<i>Peter Kuss</i>	Golden Grove HS
<i>David Harriss</i>	Underdale HS	<i>Peter Mader</i>	SASPA Office
<i>Dylan Muzyka</i>	Playford International	<i>Richard Abell</i>	Seaton High School
<i>Eva Kannis-Torry</i>	Thebarton SC	<i>Roy Page</i>	Heathfield HS
<i>Greg Rolton</i>	Unley HS	<i>Shane Cunningham</i>	Brighton SS
<i>Kathy Champion</i>	Riverton HS	<i>Tim Kloeden</i>	Glenunga IHS
<i>Luke Smith</i>	Woodville HS	<i>Tony Sims</i>	Henley HS



Equity and Inclusion Networking Series: Session 1

# Annual Report 2021

In 2021, the HR Committee continued to work with the Department for Education's People & Culture division to find opportunities to collaborate on work-force improvements.



## *Key Questions for Policy Makers and Policy Users:*

What are the enabling conditions – policies, procedures, practices, and attitudes – that will produce quality teaching in DfE classrooms for the 3rd decade of the 21st C?

What are the disabling conditions – policies, procedures, practices, and attitudes – that are holding us back from achieving quality in every DfE classroom?

Will a focus on Teacher Supply, Teacher Growth and Development and Teacher Distribution help to surface some practical ideas for improved policy, procedure, practice, and accountability that will represent our strategic response for improving teacher effectiveness?

The SASPA Human Resources Committee has also actively engaged in developing ideas for improving leadership supply and retention. It provided a 6 page submission to the Department as part of the consultation around the Workforce Development Strategy's Chapter 2 project: teacher and leader supply and retention.

The Heads of Associations (i.e., the chief executives or presidents of the 7 associations in SA representing the interests of principals and pre-school directors) have been working collaboratively during 2021 on some significant research into the principal remuneration and classification structures of other Australian states and territories. This knowledge of process and product has shaped a set of recommendations from the Heads of Associations to the two signatories of our Enterprise Agreements – the AEU(SA) and the Department for Education – in the anticipation that we can influence their decision making over the course of 2022.

On behalf of the Association, I would like to congratulate Richard Abell and his team for the insights they have provided on a range of human resource issues, and their interest to engage the Department and other stakeholders in productive, solution-oriented discussions in relation to those insights.

## *(c) Professional Learning* (Convener: Jayne Heath)

### *The Influence We Seek:*

SASPA will strengthen its concept of co-design through facilitating a range of collaborations for quality professional learning programs across SASPA strategic direction groups and with DfE work groups (including DfE Organisational Culture & Capacity and the DfE's professional development arm, Orbis).

### *2021 Priority Work:*

- Continue to have the SASPA, SAPPa and DfE Dialogic Framework Poster at the centre of our 2021 Professional Learning work
- Continue to work with DfE on the support of leaders in schools around accessing relevant, high quality professional learning.

The 20 members of the 2021 Professional Learning Committee were:

<b>Amanda Walsh</b>	Norwood Morialta HS	<b>Joslyn Fox</b>	Urrbrae AHS
<b>Anne Thornton</b>	Ocean View College	<b>Kerry Williams</b>	Paralowie R-12
<b>Clayton Disley</b>	Reynella East College	<b>Natasa Penna</b>	Glenunga IHS
<b>Craig Duguid</b>	DfE: Year 7 - HS	<b>Peter Mader</b>	SASPA Office
<b>Jodi Gordon</b>	ASMS	<b>Rhoni McFarlane</b>	Brighton SS
<b>Deb Merrett</b>	DfE: Orbis	<b>Robyn Gifford</b>	DfE: People & Culture
<b>Donna Mason</b>	Adelaide Botanic HS	<b>Rogan Tinsley</b>	Seaview HS
<b>Hayley Przibilla</b>	Willunga HS	<b>Rosie Heinicke</b>	Craigmore HS
<b>Jason Loke</b>	Blackwood HS	<b>Sharon Illingworth</b>	Whyalla HS
<b>Jayne Heath</b>	ASMS	<b>Sue Burtenshaw</b>	Stuart HS

The Conference Planning Committee is a sub-committee of Professional Learning and, in 2021, it consisted of Jason Loke, Jayne Heath, Kirsty Gebert, Kym O'Loughlin, Natasa Penna, Peter Mader, Penny Tranter and Sue Burtenshaw. Whilst we had to cancel the actual conference, I can assure members that the Planning Committee did a great job in pivoting to produce our substitute program, the *Equity and Inclusion Networking Series*.



**Graphic:** This diagram shows the inter-relationship between the Professional Learning Committee and the three other SASPA Strategic Directions committees: Curriculum & Pedagogy, Human Resources and Wellbeing.

Elsewhere in this Annual Report the considerable work undertaken this year by the SASPA Professional Learning Committee – i.e., *Unleashing Your Leadership Potential* Program for Aspiring Leaders and our new customised program for school leadership teams, *Know Your Impact* - has been outlined and celebrated.

On behalf of the Association, I would like to congratulate Jayne Heath and her team for the energy, enthusiasm, and expertise they provided during 2021. It proved to be a difficult year, again, for face-to-face professional learning events, but we were able to adapt with considerable flexibility, and persistence.



## (d) *Wellbeing and Inclusion* (Convener: Kirsty Amos)

### *The Influence We Seek:*

SASPA will work with the Department for Education on those systems, policies, procedures, and practices that are designed to support student wellbeing in our schools and attend to the wellbeing of school leaders and their staff. This includes strategizing solutions to the workload intensification experienced by leaders as understood in the SASPA, SAPP & University of SA research, "Paradox in the Lives and Work of School Principals" and in the ACU & Deakin University research into "Principal's Occupational Health, Safety & Wellbeing".

SASPA will work with the Department for Education to implement strategies in response to the recommended actions from Dr Philip Riley's 2021 report on the 2020 Principals' Health and Well-Being survey.

SASPA will explore ways to build the capacity of its leaders to better address student wellbeing in our schools and attend to the wellbeing of themselves and their staff.

### *2021 Priority Work:*

1. Continue to work with the Department for Education on potential improvements to Student Support Services and Student Wellbeing.
2. Continue to work with the Department for Education on potential improvements to the health and wellbeing of leaders (including ways to increase leaders' work-satisfaction).
3. Continue to work with the Department for Education on improving the working relationship we have as school leaders with its Corporate sector.
4. Explore ways to build the capacity of our secondary leaders to better address student wellbeing in our schools and attend to our own wellbeing and that of our staff.

### *The 21 members of the 2021 Wellbeing and Inclusion Committee were:*

<i>Ashley Fowler</i>	Banksia Park IHS	<i>Justin Kentish</i>	Adelaide Botanic HS
<i>Caterina Davis</i>	Glenunga IHS	<i>Kathleen Hoare</i>	DfE Learning & Behaviour
<i>Ceri-Jane Price</i>	Errington SEC	<i>Kirsty Amos</i>	Parafield Gardens HS
<i>Cheryl Malone</i>	DfE: Student Support	<i>Kristy Power</i>	Golden Grove HS
<i>Colette Bos</i>	Henley HS	<i>Meg Fay</i>	The Heights
<i>Dani Librandi</i>	Parafield Gardens HS	<i>Peter Mader</i>	SASPA
<i>Glenys Thompson</i>	ASMS	<i>Reece Spaans</i>	Craigmore HS
<i>India Lenneth</i>	Riverbanks College	<i>Robyn Hearl</i>	Marden SC
<i>Janelle Morrissey</i>	Marryatville HS	<i>Sharon Illingworth</i>	Whyalla HS
<i>Jason Schutt</i>	Norwood Morialta HS	<i>Shaun Walsh</i>	Southern LC
<i>Jenni Cook</i>	Mount Barker HS		

### *In 2021 SASPA's Wellbeing committee provided:*

- feedback on the implementation of the IESP strategy
- feedback on the Department's response to Occupational Violence
- feedback on a variety of Departmental policy revisions
- feedback on a range of student services related matters (including improved processes for the appointment of school-based psychologists)
- input into the design and planning of a SASPA Wellbeing event for 2021.

The scope of work for SASPA's Wellbeing committee in 2021 included partnering with the SASPA Professional Learning committee on the "The Thriving Principal" program and designing and facilitating a full-day event for school leaders which focused on the relationship between policy and practice around some key Department for Education strategies including IESP, One Child One Plan, FLO, Behaviour, Mental Health, and Responding to Suicide Ideation and Self-Harm.

On behalf of the Association, I would like to congratulate Kirsty Amos and her team. The 2021 SASPA Wellbeing Committee has generously shared the breadth and depth of their work and used the wisdom that comes from these experiences to contribute and shape ideas for system-wide improvement to the wellbeing of students, staff, and leaders.



Table talk at the SASPA, SAPPa and DfE Symposium: "Inclusion and Wellbeing – From Policy to Practice".

## Part Three:

# Enhancing the Profession (and the System in which We Work)

In 2021 we continued to strengthen SASPA as a key advocate for public education in South Australia and an important collaborator with the Department for Education, the SACE Board of South Australia, and the South Australian Primary Principals' Association (SAPPA).

### *Seeing is Believing: The Future School is Here*

In March, SASPA partnered with the SACE Board of SA to bring Valerie Hannon's Australian Learning Lecture, "Seeing is Believing: The Future School is Here" to South Australia. Because of disruption to international travel this event was held online and was attended by more than 500 people.

Valerie's presentation provided us with six archetypes for the future:

- growing ethical leadership
- promoting environmental thriving
- growing entrepreneurs and changemakers
- building our technological future
- experts in career navigation
- our human identity.

These archetypes are inter-related and should be used by schools and systems intentionally to make a difference to the future.

As with Valerie's other recent work, *Thrive – The Purpose of Schools in a Changing World*, this Australian Learning Lecture resonated with SASPA members because it was learner centred, future focused, and purposeful.

The SASPA Board is committed to working with Valerie Hannon into the future, and she will be a great supporter of our interests in producing "thriving learners", consistent with the SACE Board of SA's strategic plan.

## ***Year 7 into HS Forum – Building the Bridge Better***

Using the wisdom and experience of primary and secondary practitioners in a Case Study methodology, our 31st May Year 7 into HS Forum – Building the Bridge Better, explored the key design elements, strategies, and approaches for an inclusive approach to transition. As our state prepared for the double cohort primary-secondary transition, SASPA's leaders shared their thinking about ways to maximise the engagement, inclusion, and well-being of all students, particularly, those identified as being at risk.

**I would like to congratulate the following four schools for sharing their wisdom and professional practice:**

- Brighton Secondary School
- Craigmare High School
- Murray Bridge High School
- Wirreanda Secondary School.

Also, I would like to take this opportunity to thank our partners, the DfE Year 7 into HS Team and SAPPA, for their support in making this fully subscribed event such a success.

## ***Inclusion and Wellbeing – From Policy to Practice***

This 25th June forum was a collaboration of SASPA, SAPPA and the DfE Support and Inclusion Division. Designed to explore the productive relationships between the intention of policies addressing student inclusion and wellbeing and the pragmatics of implementation in primary and secondary school settings, the forum had tremendous input from SASPA leaders, Maciej Jankowski, Alina Page and Kirsty Amos. The day provided a great opportunity for "policy owners" and "policy users" to learn from each other about what is working well (and why) and to identify where and how improvements might be made to matters of student inclusion and wellbeing in public education. Key topics covered by the forum included:

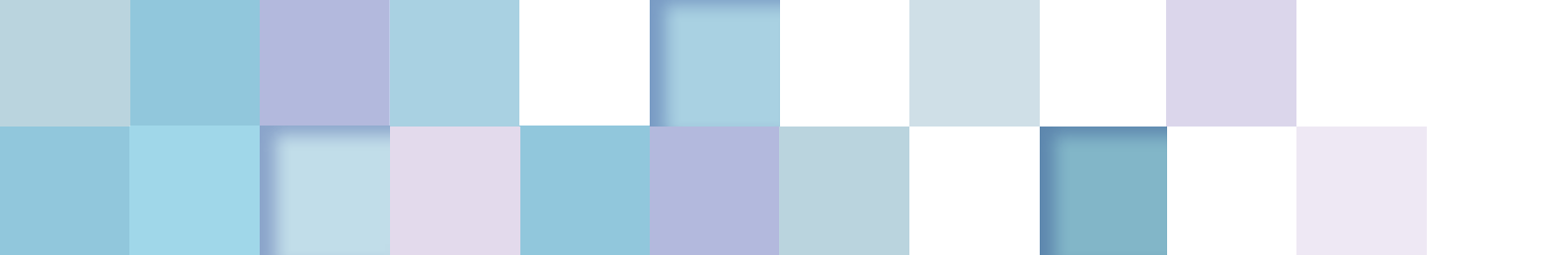
- Managing Complexity in the Classroom
- Best Uses of Funding – Delivering Adjustments
- Personalising Learning and the One Plan.

## ***Consultations***

SASPA members have contributed to a range of committees and working parties both locally and within the Department for Education's various corporate work groups. Our Association's opinion is sought throughout the Department and by a range of respected media outlets.

It is in all leaders' best interests if the different groups/associations/unions which support leaders find ways to work together where they can (and, when they cannot, maintain healthy communication and discussion over points of difference). Of importance, has been SASPA's executive level work with SAPPA. Many of the issues affecting secondary leaders are also of concern to primary leaders, and it helps if these can be presented as "one voice".

Similar collaborations have proved useful in developing common interests with potential partners including the Pre-School Directors' Association, the SA Area School Leaders' Association, the Special Schools Association, the SA State School Leaders' Association and the Australian Education Union. Strengthening such collaborations, finding the common ground,



and actively seeking connections that benefit our work has been a critical part of the SASPA Chief Executive's work, and one in which all Board members have played a role in supporting.

In addition to the professional learning and strategic directions work undertaken by SASPA in 2021 our Association was very active in its advocacy role for secondary leaders and its lobby to improve the system in which they work.

In 2021, the SASPA Chief Executive was instrumental in maintaining the Heads of Associations (HoA) network, a collaboration which has produced considerable research into how principal remuneration and classification has been structured in other Australian states and territories. This knowledge of process and product has shaped a set of recommendations from the Heads of Associations to the two signatories of our Enterprise Agreements – the AEU(SA) and the Department for Education – in the anticipation that we can influence their decision making in 2022.

SASPA continues to progress the view that principals and leaders in schools are part of the leadership density of the DfE and, as such, should be part of developing new ideas for and across the department. The call for “co-design ahead of consultation” during my 7 years as SASPA's President/Chief Executive was an attempt to engineer a cultural shift in the relationship between the employer (DfE) and the profession's peak representative bodies (principal associations). SASPA members have never wanted the Board to be passive recipients of policy. Rather, they have wanted the SASPA Board be active in the generative work of developing ideas for system improvement, and active participants in the development of those policies, procedures, and practices designed to solve the problems worth solving in our schools. In 2021 we made some positive steps towards this way of working, particularly in the human resources arena.

### ***Good Practice Blog / Reflections on Key Issues in Secondary Education***

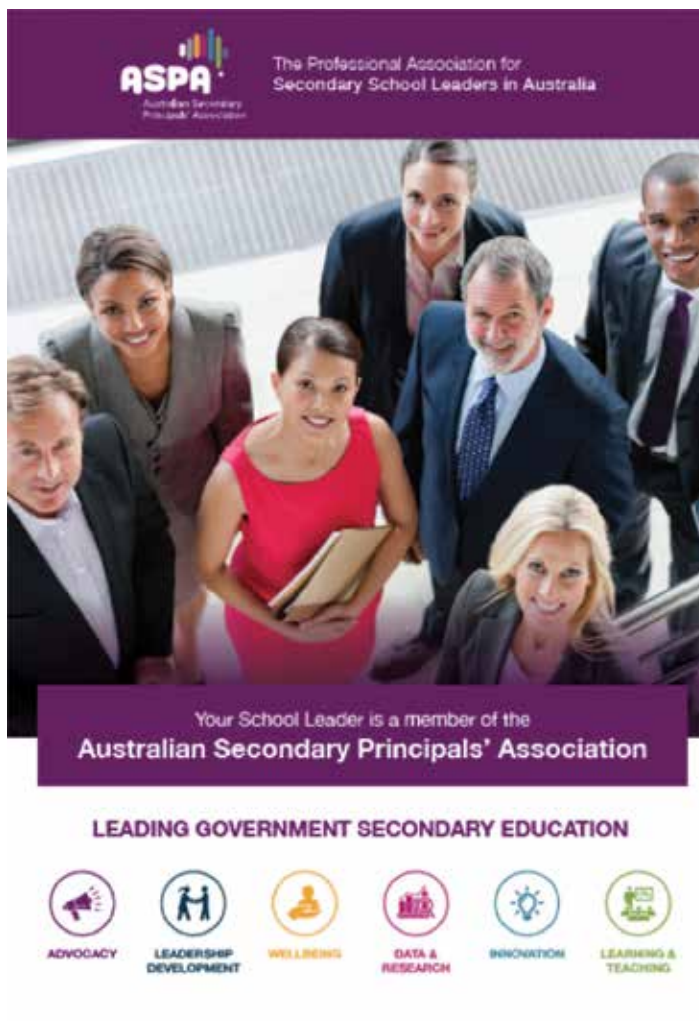
When I first started full-time work for SASPA in 2015, I wrote to members about the importance of SASPA's role in promoting and sharing highly effective work undertaken in our schools. The SASPA “good practice blog” now has 27 posts (including 4 posts during 2021) and has expanded its brief to include some topical essays related to contemporary professional interests and issues.

- Peter Mader: the shift to academia and reflections on the past 7 years
- Interview with Rick Persse: the Relationship Between DfE and Secondary Principals
- The DfE's Chief Executive Reflects on the COVID Pandemic
- COVID 19 and the Voice of Students
- Thebarton Senior College and COVID 19
- COVID 19: Compromised Schooling and the True Nature of Educational Disadvantage
- COVID 19: Principals Begin to Reflect
- Pat Thomson: A Recent Visit to South Australia
- Educational Leadership: The Missing Perspective
- An Essay After Christchurch
- Partnership in Entrepreneurial Education Revolution (PEER) – SASPA's Yong Zhao Network #1
- Reviewing a School's Sports Program through the lens of the Public Education Statement
- Diversity and Cohesion at Woodville High School
- The Pursuit of Equity at Paralowie R-12 School
- Racism, (Cultural) Diversity and (Social) Cohesion (an Opinion piece from Phil Cashen)

# Annual Report: 2021

- Retired Principal Reflections (Rob Shepherd)
- Reflections on the STEM in SACE Conference
- Student Voice at Seaview High School: Reframing Pedagogy and Building School Culture
- Positive Education at Mount Barker High School
- Retired Principal Reflections (Susan Hyde, Tony Green, Martin Rumsby, Lynne Symons and Paul Wilson)
- Collaborative Moderation across the East Adelaide Secondary Network
- Student Voice Lifts SACE Achievement at Streaky Bay Area School
- Student Voice Boosts Student Learning at Craigmore High School
- De-privatising Teaching Practice at Renmark High School
- From Library to Learning Hub at Wirreanda SS and Woodville High School
- Mentoring at Kadina Memorial School
- Gifted Arts at Seaton High School.

I wish to thank all educators who have contributed to this work and to our resident blogger, Phil Cashen, who gives us such great clarity into matters impacting secondary educational leadership. Sadly, Phil has decided to step away from his role as SASPA's "blogger-in-residence". He leaves behind a fabulous body of work that has helped us all to feel closer to what was happening broadly in education and specifically in some of our schools' best programs. Thanks Phil, for being such a resource to the SASPA membership.





# Part Four:

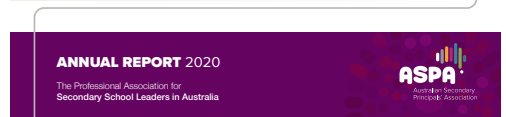
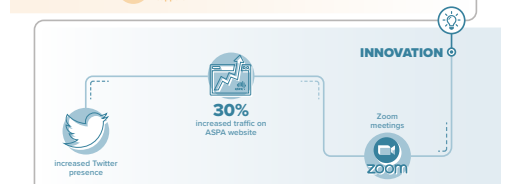
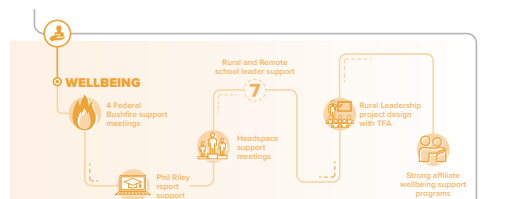
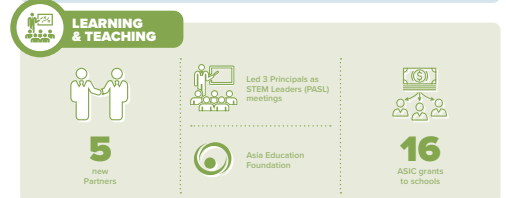
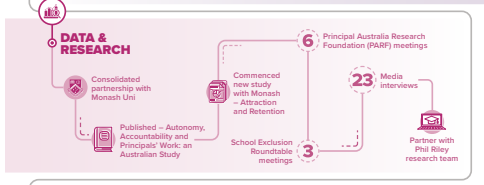
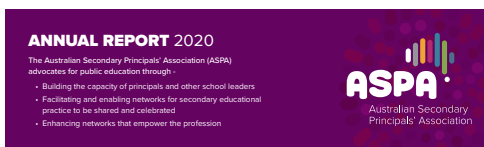
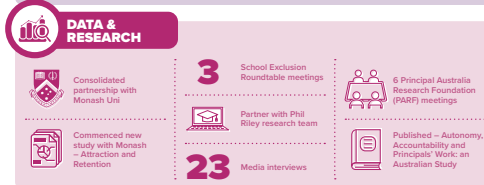
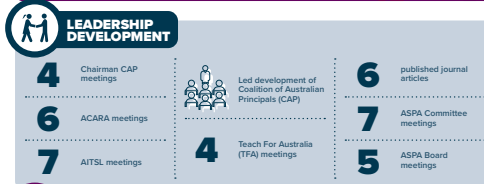
## Australian Secondary Principals' Association (ASPA)

Through our membership of ASPA, the work of SASPA connects to the Commonwealth education agenda, and this remains a very important facet of our work.

As SASPA's Chief Executive, I serve as a Director on the Australian Secondary Principals Association (ASPA) Board and, for the period 2018 – 2021, my role has been that of ASPA Vice President.

Through ASPA, we influence and work with many important national and international bodies. 2021 has been a year where we have seen a strengthened relationship with ACARA and AITSL nationally.

The reporting cycle for ASPA operates on different timings to that of SASPA. This explains why the ASPA Report which follows is for 2020 and not for 2021.



## Part Five: SASPA's Governance and Operations

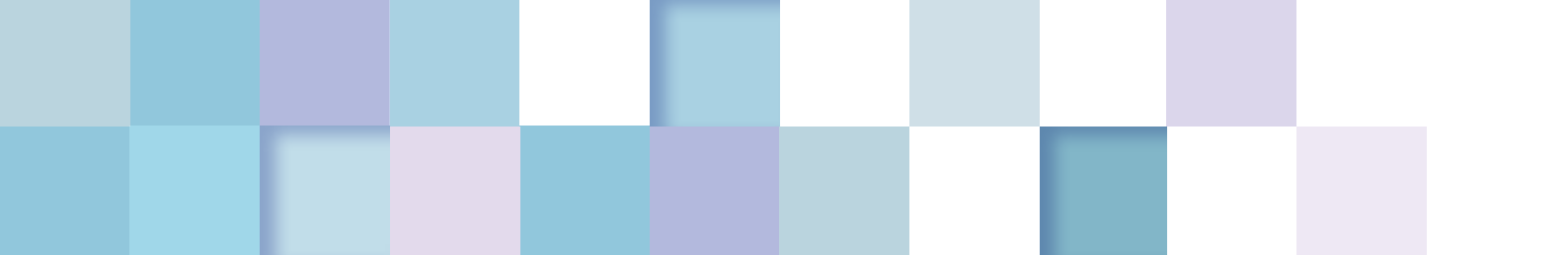
### (i) The 2021 SASPA Board

Board Member	Site	Meetings	Attendance
Anthony van Ruiten	Willunga High School	8	6
Caroline Fishpool	Wirreanda Secondary School	8	6
Clayton Disley	Reynella East College	8	8
David Garrett	Loxton High School	8	6
Eva Kannis-Torry	Thebarton Senior College	8	8
Jayne Heath	ASMS	8	7
John Harris	Naracoorte High School	8	4
Kirsty Amos	Parafield Gardens High School	8	6
Kirsty Gebert	Adelaide Botanic High School	8	7
Nigel Gill	The Heights	8	7
Penny Tranter	Seaview High School	8	8
Peter Kuss	Golden Grove High School	8	5
Peter McKay	Paralowie R-12 School	8	7
Richard Abell	Seaton High School	8	8
Rosie Heinicke	Craigmore High School	8	7
Toni Carellas	Roma Mitchell Secondary College	8	7
Wendy Johnson	Glenunga International HS	8	7

I would like to acknowledge the significant work of the 2021 SASPA Board and its chair-person, SASPA President, Eva Kannis-Torry. Apart from the salaried members of the Association, all other Board members undertake leadership within their schools, Birth – Year 12 Partnerships, Secondary networks, as well as within SASPA.

The 2022 SASPA Board welcomes Fleur Roachock (Principal, Grant High School), Peter Philp (Principal, Kangaroo Island Community Education) and Tony Sims (Deputy Principal, Henley High School) all of whom have previous Board experience.

The 2021 SASPA Board farewelled one of its stalwarts, Peter McKay (2015-2021) along with John Harris (returning to the Northern Territory) and Anthony van Ruiten.



These members have given tremendous service to the Board and have represented the interests of SASPA's membership with integrity and wisdom.

Much of the Board's 2021 work focused on establishing its Strategic Directions (2021-2023) and initiating a set of impactful actions related to these.

## Our Priority Work (2021 – 2023)

### *Policy Advocacy*

*The SASPA Board is committed to collaborating with the Department for Education on the following key directions:*

- 1 Ensuring that all students, regardless of their backgrounds and where they live, have a world class education that enables them to realise their full potential.
- 2 Improving the capacity of our school-based workforce to deliver high quality contemporary secondary education practices.
- 3 Harnessing the potential of secondary alliances to lift student achievement within the Australian Curriculum, SACE, and VET frameworks, and providing appropriate support to achieve this outcome.

### *Building Leadership Capacity*

*The SASPA Board is committed to the following key directions for the professional learning and growth of its members:*

- 1 Using educational research and professional wisdom to accelerate innovation and school transformation.
- 2 Developing the capabilities for futures leadership - building the public will for change, and creating and leading a new professional debate.
- 3 Equipping members to achieve a healthy work-life balance within the roles of Principal, Deputy Principal and Assistant Principal.

## (ii) Progress on Priority Work

In February, the SASPA Board set its strategic directions for the 3 years 2021-2023. This is our progress to date.

### Advocacy

**1. Equity & Excellence:** The Board has an internal paper which provides it with a focus for any work with the Department for Education on any policies and directions which could be improved by having a greater emphasis on equity. The "Equity & Inclusion Networking Series" has also assisted in this work by deepening our understanding of equity in contemporary times. The insights provided by Professor Gert Biesta and Professor Tanya Fitzgerald were particularly instructive.

SASPA has partnered with SAPPa and the University of SA to secure Professor Biesta's services for the next 3 years as a Visiting Research Fellow, with the specific remit to work with us on addressing issues of equity in our classrooms and our schools.



#### WHERE DID IT ALL START? AND WHERE DID IT GO WRONG?

##### THE SOCIAL JUSTICE ARGUMENT

every child and young person, irrespective of where they are or where they are from, should have access to good education

##### THE SLIPPERY SLOPE

How do we make sure that education is everywhere of the same quality?

How do we assess the quality of education?

How do we measure the quality of education?

How do we measure the quality of educational outcomes?

Which outcomes should be measured?

Which outcomes can be measured?

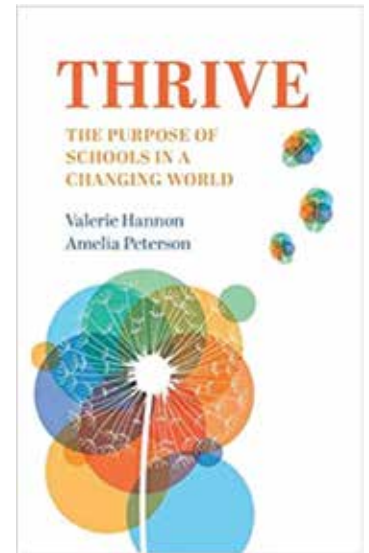
**2. Workforce Improvement:** SASPA's HR Strategic Directions group has been very active in working with two key Department for Education teams – People & Culture Operations and the Workforce Strategy. The former is dealing with the here and now, and the latter is focusing on the medium to longer term. Both DfE teams have been regular guests at SASPA HR meetings where considerable input from members has assisted in creating a range of improvements to the 2021/2022 recruitment & selection process, various SSO classification and reclassification matters, and future initiatives pertaining to the attraction, supply and retention of teachers and leaders (particularly in Regional Rural and Remote and low-SES contexts). People and Culture are listening to our interests and ideas; and are keen to continue to build on this productive relationship.

**3. Secondary Alliances:** We continue to be interested in exploring the potential of a DfE/SASPA collaborative project that recognises the contribution secondary alliances could make to improved SACE completion data and in the preparation for changes to the SACE landscape (in accord with the SACE Strategic Plan 2020-2023). An example (for illustrative purposes only) could be: *"Working together in our alliance to increase the % of Year 7 students who complete the SACE (or equivalent) and who then go on to a productive post-school pathway."* The SASPA Board is keen to have the work of secondary alliances acknowledged, and to have that work better supported so it can add value to the improvement journey of each school (and, accordingly, to the public education system).

## Building Leadership Capacity

**1. Innovation and School Transformation:** Whilst our *Unleashing Your Leadership Potential* program is geared towards this ambition it marked its 6th year in 2021 and we recognize that it needs a refresh. An independent evaluation of UYLP was undertaken by Dr Chris Dolan. The 21 page report and its 14 recommendations were broadly supported by the Professional Learning Strategic Directions Group and the SASPA Board. It has been agreed that UYLP will be refreshed during 2022 for a re-introduction from 2023. During 2022, UYLP graduates will be invited to work together using a professional learning community methodology.

SASPA work allied to innovation and school transformation includes the *Leading World-Class Teaching and Learning Dialogic Framework* poster which was developed in 2019/2020 in partnership with DfE and SAPPa. The support materials for this framework have only been partially developed, and the Board is keen to see some urgency given to finalizing this work early in 2022.



**2. Futures Leadership:** Earlier this year SASPA Board members received a copy of Valerie Hannon's book, *Thrive – The Purpose of Schools in a Changing World*. The book advocates a new purpose for education in a rapidly changing world. It advocates for four levels of thriving: global, local, interpersonal, and intrapersonal. The Board is committed to sharing with members what is being done in our schools to enable all young people to thrive.

The Board will look to 2022 and 2023 to share more broadly the work it is doing in this space.



SASPA is a partner in the tri-sector SA Learner Profile Project undertaken with the University of Melbourne's Assessment Research Centre. This transformative work which focuses on the assessment of Capabilities and warranting skill development through a Learner Profile is being undertaken by Adelaide Botanic High School, the Australian Science and Mathematics School, Craigmare High School, Heathfield High School, Marryatville High School and Wirreanda Secondary School.

**3. Thriving Leadership:** It could be argued that this is the most important priority of all. An internally developed program, *The Thriving Principal*, was developed and then trialed from March – September 2021. A SASPA, SAPPa and University of SA collaboration, the program utilised a professional learning community methodology so that principals were working with other principals to better address the ambiguities, paradoxes, and tensions evident in leaders' work. This methodology will be applied to a Band B leader variant in 2022 designed to support *Unleashing Your Leadership Potential* graduates.

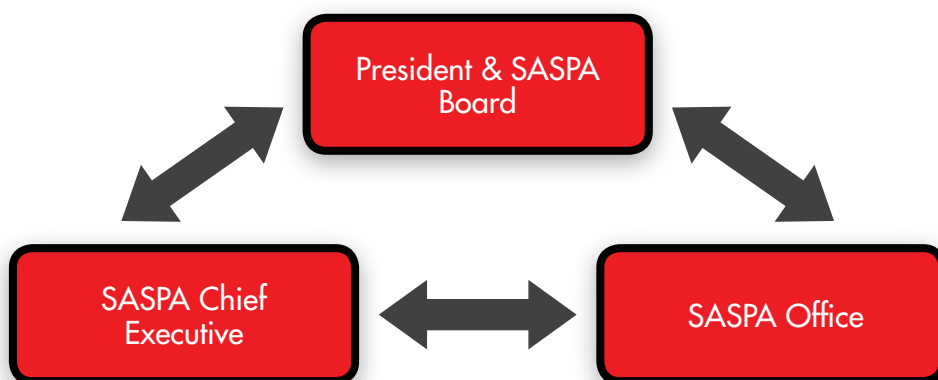




SASPA's Chief Executive 2022+, Jayne Heath

### (iii) Governance

During 2021 we put into effect our new organisational model. In effect, it saw the school-based SASPA President, Eva Kannis-Torry, lead the Association's governance agenda – i.e., chair the SASPA Board and shape its strategic directions, whilst the full-time paid leadership role, the newly constituted Chief Executive, was invested solely in SASPA's operational work – i.e., professional service provider and education policy advocate. In addition, SASPA's Chief Executive worked with our peak body, the Australian Secondary Principals' Association (ASPA), as its Vice President.



SASPA's governance and operational structure for 2021+.

The main governance work undertaken by the Board in 2021 was the revision to its constitution which was led by SASPA's Business Manager, Kym O'Loughlin.

#### (iv) Membership

We have undertaken an analysis of our membership because we want to be sure that we have a broad-based representation from schools with a secondary enrolment in SA.



Currently we have 290 individual full members, 51 aspiring leader members and 8 life members. This means a total membership of 349.

Our members are deployed across 92 Department for Education schools or sites.

In 2021, SASPA members from 49 different schools were represented on our committees. Essentially this means that 53% of our member schools have direct, regular engagement through the SASPA Board and committee structures.

## (v) Finances

SASPA is very appreciative of the annual grant provided by the Department for Education. We maintain that this financial contribution represents great value for the agency who indirectly benefit from all work undertaken by our Association since all members are also Departmental employees.

The other major source of revenue that helps to fund SASPA's work is that generated by its members. The stability of our membership base is a strength of the Association, and we have made every effort to reward members by capping our annual fees whilst increasing our professional services.

The third major revenue source is through our links with key supporters of secondary education. SASPA is pleased to have the support of 9 Business Partners. COVID 19 restrictions again impacted SA businesses in 2021. We are extremely thankful to all 9 Business Partners for their continued support.

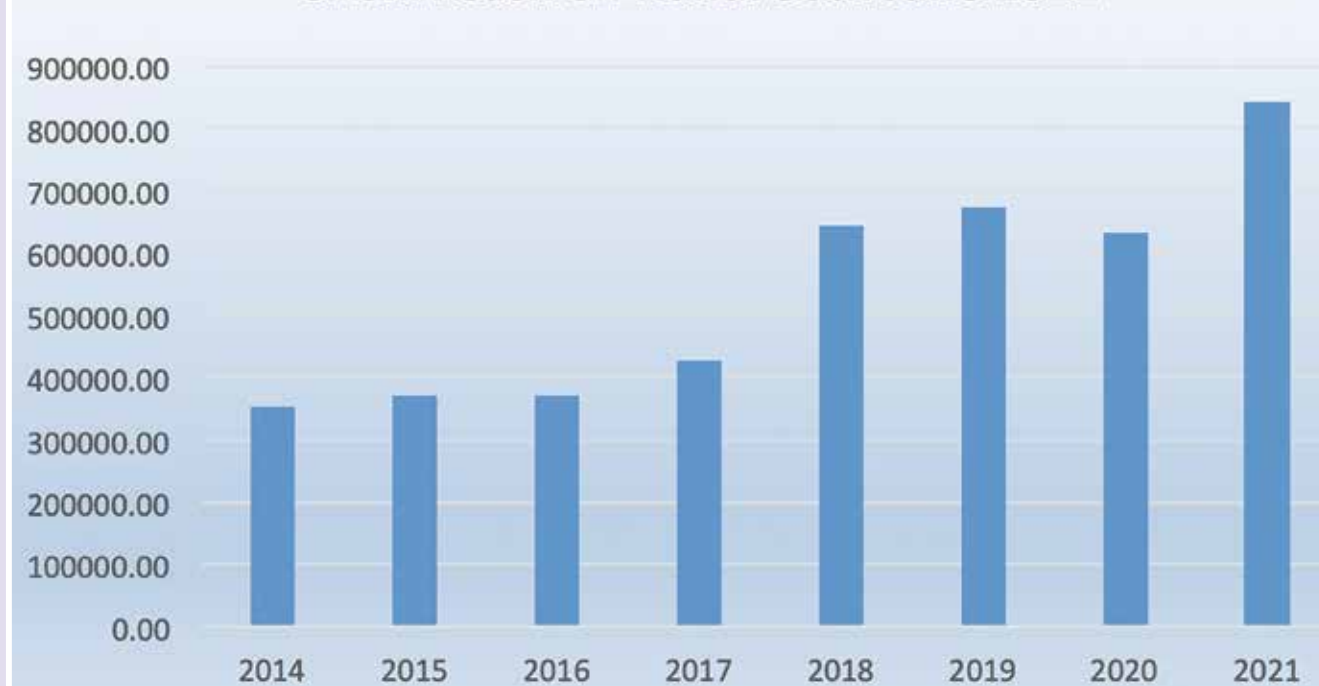
<i>Business Partners</i>	<i>Package</i>	<i>Partnership Years</i>
Credit Union SA	Gold	More than 10 years
Master School Photography (MSP)	Gold	More than 10 years
Furnware	Gold	2012 - present
Bridges	Gold	2018 - present
Southern Cross Cleaning	Gold	2018 - present
Daymap	Gold	2020 - 2021
KW Wholesale Stationers	Silver	2013 - present
Sonic Technology	Silver	2018 - present
Dental Outreach (My School Dentist)	Silver	2018 - present

SASPA provides these companies exclusivity of access to its membership and asks members to consider the products of our Partners when making purchasing decisions.

**Table:** Income and expenditure for the year ended 30 June 2021

	2021	2020
<b>Revenue:</b>		
Department Grant	225943.00	207828.00
Department Collaborations	93950.00	71798.00
Sponsorship	98000.00	48000.00
Conferences and Seminars	52144.00	161591.00
Member Subscriptions	182072.00	176927.00
Interest	10082.00	10931.00
Other	87031.00	53087.00
	<b>749222.00</b>	<b>757270.00</b>
<b>Expenditure:</b>		
	714067.00	727356.00
Profit (before tax)	35155.00	29914.00
Tax	9667 (estimated)	+6835
Profit (after tax)	<b>25488.00</b>	<b>36749.00</b>

### SASPA Cash on Hand: 30th June 2021

**Graph 2:** Comparison of cash at hand 30th June 2014 – 2021.

# Annual Report 2021

On behalf of the Association, I would like to thank SASPA's Business and Events Manager, Kym O'Loughlin, for her tireless work in maintaining the financial records and minutes of Board meetings for our Association, as well as coordinating our event management and developing and maintaining our business partnerships. In 2021, Kym led the process for revising and modernising our Association's constitution.

Kym was ably assisted by Rita Caprari in the Finance and Membership Officer role. It has been Rita's fourth year with SASPA in a part-time role and I do not know how we ever did without her.

The new addition to our staff in 2021 was Events Trainee, Amelia Dixon. Amelia has provided that fresh set of eyes all organisations need to refresh, revise, and modernise ways of working.

I would also like to thank Nigel Gill for his work as the elected Treasurer / Secretary. Nigel's prudential management and wisdom is important for maintaining the Association's financial health and quality of governance.

Last, but certainly not least, I wish to thank SASPA President, Eva Kannis-Torry, for her work on behalf of the Association. This year was the transition to our new organizational model and Eva has led that work with considerable skill and wisdom.

To all SASPA members, congratulations on the 2021 work you have undertaken with the adolescents and young adults in your care. This year has been another challenging one, but your work remains incredibly rewarding. Please accept this report of your Association's endeavours during this year. In a year where we learned to live with COVID, the 2021 SASPA Board successfully remained focused on what matters and provided the direction of the work outlined in this report. They are justifiably proud of it, and my hope is that this pride is extended through-out the membership.



Peter Mader  
Chief Executive  
14th December 2021

## *Post-script:*

As mentioned elsewhere in this report, I am leaving SASPA's employ in late January 2022 to complete my doctoral study. The working title of my dissertation is: "Principal associations: an agonistic struggle over public education policy 1995-2002." I hope my findings will be of interest to SASPA and other principal associations.

SASPA's new Chief Executive is Jayne Heath. Your professional interests as members will be well-served by Jayne's leadership in the years to follow. She is a compassionate, ethical, knowledgeable and wise leader.





# Appendices

## Appendix 1: Representation

SASPA continues to provide representatives on a wide range of groups, including:

- AITSL School Leadership and Teaching Expert Standing Committee
- Australian Secondary Principals Association (ASPA) Board of Directors
- Courts Administration Authority Stakeholder Reference Group
- DfE International Education Strategy Reference Group
- DfE Information Technology Working Group
- DfE One in Four Reform Stakeholders Committee
- DfE Selection Panels (a range of these – some for projects, some for personnel)
- DfE Self Harm and Suicide Ideation Guidelines Advisory Group
- DfE Year 7 into Secondary Stakeholder Steering Committee
- DfE Workplace Health & Safety Peak Committee
- Flinders University Initial Teacher Education Advisory Board
- Governor's Civics and Citizenship Awards for Schools Reference Group
- Heads of Associations (HoD) – 7 SA Leader Associations working together
- INTERSPECC – cross-sectoral secondary principals' advisory group
- Muriel Matters Awards Steering Committee
- SA Learner Profile Pilot Project Cross-Sectorial Management Group
- SA Learner Profile Pilot Project Steering Committee
- SACE Accreditation, Recognition and Certification Committee
- SACE Planning, Finance and Performance Committee
- SACE Special Provisions Advisory Committee
- University of SA - School Exclusions Study Reference Group
- University of SA School of Education Advisory Group
- University of Adelaide School of Education Advisory Group

## Appendix 2: Consultations

SASPA has been involved in numerous consultations across the year spanning many topics. In some situations, we have instigated these meetings and in other cases we have been asked for opinion on developments on the Department's policy and strategic work. Where appropriate, we have also contributed written responses. Consultations do not usually involve on-going meetings.

The following is a sample of the consultations that occurred in 2021:

- Issues from individual members and situations that have emerged in their contexts
- Principal queries/issues
- ACARA – Review of NAPLaN and revisions to MySchool website
- AEU re: Leaders' issues
- "Be You" national initiative
- DfE Disability Policy and Projects – Special Options process
- DfE Curriculum and Learning – Curriculum Materials development
- DfE People & Culture – MyWellbeing project
- DfE People & Culture – Year 7 into HS recruitment process
- DfE School Improvement Plan revisions
- DfE VET in Schools Policy
- MELC Roundtables
- Meetings with the Minister for Education – John Gardner
- Meetings with the Opposition Education Spokesperson – Blair Boyer
- Meetings with the Chief Executive – Rick Persse
- National Architecture Reforms Taskforce Secretariat – Review of the national architecture of education

## Appendix 3: Auditor's Report

South Australian Secondary Principals' Association Inc.  
For the year ended 30 June 2021

### Independent Auditors Report to the members of the Association

We have audited the accompanying financial report, being a special purpose financial report, of South Australian Secondary Principals' Association Inc. (the association), which comprises the committee's report, the assets and liabilities statement as at 30 June 2021, the income and expenditure statement for the year then ended, cash flow statement, notes comprising a summary of significant accounting policies and other explanatory information, and the certification by members of the committee on the annual statements giving a true and fair view of the financial position and performance of the association.

### Committee's Responsibility for the Financial Report

The committee of South Australian Secondary Principals' Association Inc. is responsible for the preparation and fair presentation of the financial report, and has determined that the basis of preparation described in Note 1 is appropriate to meet the requirements of the Associations Incorporation Act 1985 SA and is appropriate to meet the needs of the members. The committee's responsibility also includes such internal control as the committee determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

## Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the association's preparation and fair presentation of the financial report, in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the association's internal control.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the committee, as well as evaluating the overall presentation of the financial report. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.


## Opinion

In our opinion, the financial report presents fairly, in all material respects (or gives a true and fair view –refer to the applicable state/territory Act), the financial position of South Australian Secondary Principals Association Inc. as at 30 June 2021 and (of) its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements, and the requirements of the Associations Incorporation Act 1985 SA.

## Basis of Accounting and Restriction on Distribution

Without modifying our opinion, we draw attention to Note 1 to the financial statements, which describes the basis of accounting. The financial report has been prepared to assist South Australian Secondary Principals' Association Inc. to meet the requirements of the Associations Incorporation Act 1985 SA. As a result, the financial report may not be suitable for another purpose.

Auditor's signature:



Jessica Ni CPA

Director

Auditor's address:

JSA Accounting Pty Ltd

62 Hillier Road, Reynella SA 5161

Dated: 30 / 09 / 2021

## True and Fair Position

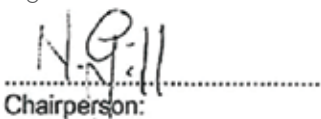
South Australian Secondary Principals Association Inc.

For the year ended 30 June 2021

Annual Statements Give True and Fair View of Financial Position and Performance of the Association

I, Nigel Gill, being a member of the committee of South Australian Secondary Principals' Association Inc. certify that the statements attached to this certificate give a true and fair view of the financial position and performance of South Australian Secondary Principals Association Inc. during and at the end of the financial year of the association ending on 30 June 2021.

Signed:

  
**Chairperson:**

Dated: 18/11/2021

Association Report - South Australian Secondary Principals' Association Inc

# Annual Report 2021

SASPA wishes to thank our partners for their sponsorship and support.

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