SA Secondary Principals' Association Inc ANNUAL REPORT 2016

Incorporated Number: A9416

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Introduction

The South Australian Secondary Principals' Association (SASPA is an incorporated body with a membership of 260 public secondary education leaders.

SASPA operates as a professional service provider and education policy advocate working collaboratively with its peak national body, the Australian Secondary Principals' Association (ASPA), and locally with the employing agency, the Department of Education and Child Development.

This Annual Report presents an account of the activities of SASPA from 1st January to 31st December 2016, including a President's Report and the general purpose financial statements for the calendar year.

From the President



I am pleased to present the 2016 Annual Report of the South Australian Secondary Principals' Association (SASPA).

It is a privilege to report on the work undertaken by SASPA in 2016.

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.

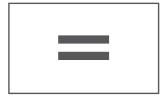
I would like to take this opportunity to highlight three of the Association's recent achievements.

- (i) In October 2015, SASPA gave an undertaking to Minister Close that it would work with a national network of academics specialising in the needs of low-SES schools and the 11 principals within the Northern Adelaide State Secondary Schools' Alliance (NASSSA) to identify a range of strategies to meet the challenges faced in their communities by the imminent closure of General Motors Holden and the decline in the manufacturing industry. In October 2016, the "Doing Secondary Schooling Differently in the North" Project made six recommendations to the Minister. Four of these recommendations have been actioned by the Department for Education and Child Development with the endorsement of Minister Close.
- (ii) In 2016 we launched our "Unleashing Your Leadership Potential" program for aspiring leaders. Whilst not every one of the 35 deputy principals, assistant principals and coordinators participating in the program wants to be a secondary principal, all wanted to use the program to become better leaders in their current and future roles. The 2016 program was well received. The 2017 version has received funding support from the Department for Education and Child Development for all 46 participants.
- (iii) The surfacing of workload issues for secondary leaders through our 2015 survey was used successfully to lobby for resources through the 2015/2016 enterprise bargaining period. The 2016 Award provides every principal with 0.1 FTE to be used flexibly to lessen the impact of this workload on leader well-being. South Australia is the only state or territory to recognise the well-being needs of principals in this way.

I am proud of these and all the other of SASPA's 2016 achievements. They would not have been possible without the remarkable efforts of the Board and the various Committee members. I would like to congratulate them on their dedication and commitment as custodians of secondary schooling in the State's public education system.

Ronseal, whose 1994 advertising slogan, "it does exactly what it says it does on the tin", has entered English vernacular as a catchy way to describe "anything that does what it says it does". So, what does SASPA have in common with this UK wood stain manufacturer?









Like Ronseal, SASPA prides itself on being an organisation that does exactly what it claims.

SASPA claims to be an 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 secondary educational leadership practice to be shared
- Enhancing the profession (and the system in which we work).

This 2016 Annual Report submits evidence of SASPA's delivery on this promise.

Part One:

Further Developing the Capacities of Leaders

(i) Annual Conference

The SASPA 2016 Professional Learning Committee, chaired by our Deputy Vice President, Jayne Heath, and supported by our Business Manager, Kym O'Loughlin, organised a highly successful annual conference, "Leading in the Learning Age".

There were 216 registrations for the 18th and 19th August conference, of which 73 were from the country and 143 were from the metro area. This represents a 19% increase in the attendance of leaders from country locations; an increase we had deliberately sought.

At the time SASPA had 257 members and, to have 216 registrations at our annual conference shows a higher percentage of conference attendees to members (84%) than any other Principal Association in Australia. This is very affirming and validates the direction SASPA has taken.

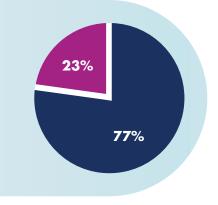
Members vs non members

This graph indicates that 166 attendees were SASPA members and 50 attendees were non-members. The 2016 ratio of SASPA members to non-members represents an improvement on 2015 data (when 30% of the attendees were not SASPA members).

Action: SASPA Office to make direct contact with these 50 potential members to offer individual membership.

SASPA Members

Non SASPA Members



Graph: 1, 2016 Conference Registrations by Membership /non-Membership

Position of attendees

This graph shows that we had 61 principals, 121 deputy principals or senior leaders and 17 coordinators or aspiring leaders attend the 2016 conference.

We have 83 principals as SASPA members. Whilst 75% attended the conference, we are always aiming for 100%.

Action: The 2017 conference committee will be asked to consider a "sealed section" for principals only, as a means of increasing attendance.

Principal

DP/AP/ Senior Leader

Coordinator/ASP. Leader



Participants at our 2016 Annual Conference were surveyed. Of the total registrations, 50.4% completed the survey (an increase of 10% from 2015). The feedback indicated that 99% of respondents found the conference useful to their professional learning.

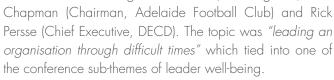
One of the sessions at this year's conference was an "on the couch" style interview hosted by Gabrielle Kelly (Director,

Centre for Well-being & Resilience) with guests, Rob

8%

28%

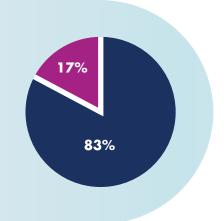
56%



Would you want a similar styled panel in 2017?

This graph shows that 83% of our 2016 survey respondents want to see a similar "interview style" session at the 2017 conference.

Action: The 2017 conference committee will be asked to program an interview session with Pasi Sahlberg and Minister Close. There is also potential to expand involvement to include Professor Yong Zhao (subject to confirming his attendance).



Yes

No

Graph 3: Would conferees want an interview style session in 2017?

Plans are already underway for the 2017 Annual Conference to be held at the National Wine Centre on Thursday 17th and Friday 18th August. Confirmed speakers include Pasi Sahlberg (former Director-General of Finnish Education) and Ben Walden (Shakespearean actor who uses Henry V as the basis for leadership development). We are keen, also, to include Professor Yong Zhao who will be in Australia around this time undertaking work for the Mitchell Institute.

The 2016 conference, "Leading in the Learning Age", was the final instalment in a conference trilogy that commenced with "The New Territory of Leading Learning: the Ungooglable" (2014) and was followed by "World Class Learners: What Does It Take?" (2015). The trilogy concept underlines the importance of SASPA signposting what it thinks matters most in the educational landscape, and building participant knowledge over time.

Two thirds of our 2016 conference survey respondents indicated that they prefer SASPA to continue with a sequence of conferences connected by a broad theme. Consequently, the 2017 annual conference will begin a new series; one that takes us in the broad direction of "Leading the Learning that Matters Most".

Table: 2016 Annual Conference Profit / Loss Statement

		Notes
Income	\$151,426.00	
Expenditure	\$90,292.46	
Profit	\$61,176.54	These funds will be used to secure 3 overseas speakers for the 2017 Conference: Pasi Sahlberg, Ben Walden and Yong Zhao.

(ii) "Unleashing Your Leadership Potential" (Aspiring Leaders' Program)

Our professional learning program, "facilitated by the profession, for the profession", aims to have the right person, in the right place, at the right time and with the right professional capacity to play a transformational leadership role within their autonomous school community. This work with the profession shapes a paradigm of leadership and learning designed to create a new, a better and a preferred future for all students in Australia's public secondary schools.

The Australian Secondary Principals' Association (ASPA) Professional Learning Value Proposition.

As a means of addressing the developmental needs of aspirant leaders within our membership, a sub-committee of the SASPA Professional Learning Committee undertook the huge challenge of taking a broad professional development concept sketched out by our national body, ASPA, and turning it into an 8-module blended learning program for 35 aspiring leaders. The 8 modules explicitly develop the knowledge and leadership dimensions related to ASPA's "8 Big Ideas" which emerged from the national Talking Heads forums (2012 – 2014):

- The new learning paradigm
- Empowering the learner
- De-privatising professional practice
- Re-designing secondary schooling
- Transforming schools through STEM and other innovative programs
- Creating new futures through the clash of ideas
- 21st C schools for the connected world
- School-based renewal and reform.

There were 35 participants in the 2016 "Unleashing Your Leadership Potential" program.

	Numbers	Country	Metro	R-12	F	М
Deputy Principals	4	nil	4	1	1	3
Assistant Principals	25	3	22	3	10	15
Coordinators	6	2	4]	3	3

The professional learning model used by the SASPA Professional Learning sub-committee was 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-toface and on-line.

I would like to publicly thank Craig Duguid, Jason Loke, Jayne Heath and Rosie Heinicke for assisting me in the delivery of this ground-breaking program.

Next Steps:

In 2017 we have a negotiated a "nested" arrangement with DECD that will see participants receive credits towards the Graduate Diploma of Strategic Leadership and have access to 4 TRT days to facilitate release for face-to-face sessions. This will enable the program to have a stronger face-to-face component than was possible in 2016.

SASPA is also looking to partner with SAPPA because we recognise that the 8 modules are generic. It is the leader's

context that brings a "levels of schooling" orientation.

On the national scene, our ASPA colleagues in the Australian Capital Territory and in Western Australia are interested in trialling SASPA's work in their own jurisdictions in 2017.

(iii) Master-class with Professor Dean Fink

SASPA is always looking to create opportunities for members to engage with the world's best education thinkers. When we knew that Dean Fink was going to be in New South Wales in May, we seized the opportunity to get him to South Australia.

A resident of Ontario, Canada, Professor Dean Fink is the author of "Trust and Verify: The Real Keys to School Improvement" and the co-author of "Sustainable Leadership" with Professor Andy Hargreaves and "It's About Learning and It's About Time" and "Changing Our Schools" with Professor Louise Stoll.

On Monday 23rd May SASPA hosted approximately 40 leaders from interstate (in partnership with ASPA) and locally (in partnership with SAPPA) to work with Dean in a master-class. Participants were challenged by Dean to "find the sweet spot" between trust and verification.

Essentially Professor Fink argues that nations with higher levels of trust in their professional educators achieve superior results for all students.

Put simply, trust is the glue that binds us. Where there is distrust it becomes a toxin that divides the policy makers and the policy implementers within education systems.

Fink, 2016

The Master-class with Dean Fink was conducted during the lead-up to the Federal Election. Having ASPA colleagues in Adelaide in late May meant that we could organise a national round-table meeting with Kate Ellis the Education

spokesperson for the ALP. This was a well-received exchange of ideas about how best to achieve improvements in Australian secondary education. Sadly, Senator Simon Birmingham was unable to attend this event.

(iv) NASSSA Deputy Principals' Conference

One of the professional learning services SASPA offers its members is a customised conference program for regional network groups. On 26th August SASPA delivered a program to the Northern Adelaide State Secondary Schools Alliance (NASSSA) that focused on the strategic use of resources for improved learning outcomes and the use of data to drive improvement.

The conference program was very well received. SASPA hopes that other regional secondary networks of leaders will look to the Association to provide a customized professional learning service for them in 2017 and beyond.

What are our Professional Learning plans for 2017?

The SASPA Professional Learning Committee has set an ambitious program of work for 2017 in its quest to further develop the capacities of principals and their executive teams.

In addition to the 2017 Annual Conference on 17th and 18th August, the Professional Learning Committee will oversee:

- "Scheduling Staff & Student Deployment for 21st C Learning" Forum (Friday, 24th March)
- "Leading STEM Improvement in the SACE" Conference (Monday 29th May)
- "Unleashing Your Leadership Potential" Aspiring Leaders Program (commencing Monday 27th February)
- "Beyond STEM" A Master-class Series with Lee Crockett (commencing Monday 6th March).

Also, we are keen to hear from those country and metro secondary leaders' networks with professional learning needs that are best facilitated by an external agent. If you are in this situation, please ask SASPA how it can help.

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, they also undertake solution-focused activities designed to improve the systemic conditions in which we work.



(a) Curriculum and Pedagogy (Conveners: Brenda Harris and Anita Zocchi) 2016 Focus:

SASPA is committed to an authentic working partnership with DECD (i.e., a partnership that is valued, funded and commonly practiced) on the delivery of 21st C curriculum, pedagogy, assessment and external moderation.

SASPA will work to ensure that the capacities of leaders to improve student learning outcomes are supported through a system-adopted Learner Management System.

The twenty-one members of the 2016 Curriculum & Pedagogy Committee were:

Anita Zocchi	Adelaide HS
Bronte Nicholls	ASMS
David McClay	NASSSA
Jeane Schocroft	Open Access
Jude Hines	Marryatville HS
Laura Coonan	DECD Secondary
Lia Tedesco	School of Language
Manuel Pontikinas	Marryatville HS
Peter McKay	Paralowie School
Roley Coulter	Banksia Park IHS
Sue Jones	DECD Secondary

Brenda Harris	Unley HS
Bruce Oerman	Urrbrae AHS
Glenys Thompson	ASMS
Jenny Johns	Aberfoyle Park HS
Jeremy Cogan	Glenunga IHS
Keri Fisher	Thebarton SC
Laura Luongo	NESPN
Liz Mead	Aberfoyle Park HS
Peter Mader	SASPA
Peter Philp	KICE
Stephen Inglis	Marden SC

Work undertaken in 2016 to advance the committee's priority work included:

- Advocacy for the importance of the General Capabilities (through a variety of forums including ACARA, DECD and the SACE Board's Symposia)
- Advocacy for the DECD Learning Improvement Division to take a holistic approach
 to Learning Design, Task and Assessment Design and External Moderation as
 the basis for achieving system-wide coherence in relation to how curriculum and
 pedagogy is enacted in the secondary years
- Advice and feedback to DECD Corporate Services regarding NAPLaN on-line and the Data Dashboard (implemented Term IV, 2016) and
- SASPA representation on the various Education Management System (EMS) workshops during tendering process.

The Committee was pleased to have representation from the DECD Secondary Years team, Laura Coonan and Sue Jones. This strengthened the exchange of information between school leaders and the DECD Learning Improvement Division.

There were two specific 2016 forums that SASPA facilitated (in partnership with DECD) where the Curriculum and Pedagogy committee's beliefs about leading 21st C teaching and learning were progressed; i.e., the Leading SACE Improvement Conference (February 2016) and the Enriching Year 8 Mathematics Project Expo (November 2016).

2016 Leading SACE Improvement Conference

This conference was the 3rd annual event undertaken in partnership with the DECD Secondary Years team. This conference profiled the work of 12 schools in the 2015 Leading SACE Improvement Project.

Blackwood High School	Nuriootpa High School
Educated labor Euro Winds Cabaal	Ossan Visus B 12 College
Edward John Eyre High School	Ocean View P-12 College
Gawler and District College B-12	Paralowie R-12 School
Golden Grove High School	Salisbury High School
Hallett Cove School	Streaky Bay Area School
	1 1
Loxton High School	Thebarton Senior College

The conference continued to underline the practical importance the tools for Leading SACE Improvement play in South Australia's schools. It also reaffirmed the learnings from the 2015 conference; that is, change leadership should attend to school culture and school structures and routines, as well as to teaching and learning innovations.

13th February 2015 summary of **Leading SACE Improvement Project Expo** "One of the most important conditions in support of Culture leaders building and "Despite the many • Is every student learning? influences, challenges and sustaining an improvement circumstances that impact All students to achieve the SACE. culture in their school is the achievement, if given time considered and facilitated No student left behind. sharing of professional practice: SACE practitioners and support, all young Improvement culture. people can achieve the learning from other SACE practitioners." Positive behaviour for learning. Respect for learning. Dr Neil McGoran Peter Mader Problematizing Practice: What is working and why? Structures & Organisation Teaching & Learning What is not working • Improvement-based conversations. Task design for grade band improvement. and why not? De-privatising teacher practice. Feedback of learning, as learning. Demystify rubrics to encourage self-assessment Professional learning communities and reflection. Tracking, monitoring, responding and reviewing. Flipped classrooms. Coordinators are improvement and data literacy Professional learning and building staff capacity. Leaders involved in the professional learning, Teachers tracking data. alongside teachers. Flexible learning centre (teacher support). Dedicated SACE study times. SACE Improvement Toolkit: Tracking, monitoring, responding and reviewing student achievement; SACE professional responsibilities; Deep pedagogical engagement; Leadership capacity; Student pathways.

SASPA is very pleased to announce that it has formulated a new partnership with the DECD Secondary Years Directorate that will see a different approach to sharing highly effective practice in 2017. Please keep Monday 29th May free to participate in this new annual event, the first of which will look at ways of improving STEM outcomes in the SACE.

Enriching Year 8 Mathematics:

The Enriching Year 8 Maths Project commenced in July 2015.

The 12 project schools were:

D	D l 11: l . C . l
Banksia Park International High School	Penola High School
Underdale High School	Glenunga International High School
Nuriootpa High School	Brighton Secondary School
Blackwood High School	Le Fevre High School
Henley High School	Reynella East College
, 0	, g
Gladstone High School	Salisbury High School

Each of these schools used action research as the basis for better understanding the effects on student engagement and achievement that emerged from trialling changes to classroom practice.

On Monday, 21st November the learning from this action research project was shared at an Expo facilitated by SASPA at the University of South Australia (Magill Campus). There were some fabulous examples of inquiry-based learning exchanged on the day.

It was designed to develop teachers' knowledge and

understanding of best practice in mathematics teaching and

learning. The connection between this work and SASPA's

focus on leadership is that, for the teaching and learning of

Maths to change, the conditions around that work also need

to change (i.e., student, parent & community engagement, professional learning, school-wide theories of learning and

assessment practice, relevance to real world activities,

contexts and problems).

Several of the schools involved in the "Enriching Year 8 Mathematics" Project will move into the 2017 – 2018 "Thinking Maths": Years 6 – 9 Mathematics Pedagogy Professional Learning Program which will enable the momentum for change to be continued with DECD support. I would like to take this opportunity to congratulate Dr Pauline Carter for her management of this DECD/SASPA/Uni SA project.

Lastly, on behalf of the Association I would like to congratulate Brenda Harris and Anita Zocchi for the way they have convened the Curriculum and Pedagogy committee. The 2016 group has generously shared the breadth and depth of their work, and used the wisdom that comes from experience to contribute and shape ideas for system-wide improvement in the secondary years.

(b) Human Resources (Convener: Richard Abell)

2016 Focus:

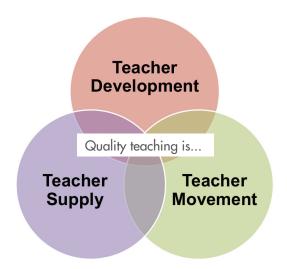
SASPA will work towards all school-based teaching and non-teaching positions being advertised on a continuous basis at the level required by the school.

SASPA will seek an improved systemic response to address work performance that is below acceptable levels; i.e., teachers who do not have the capacity to deliver improved outcomes for students or SSOs who are unable to deliver 21st C work practices.

The twenty-one members of the 2016 Curriculum & Pedagogy Committee were:

Richard Abell	Seaton High School	Alistair Brown	Heathfield HS	Ali Bogle	Minlaton AS
Anthony van Ruite	en Willunga HS	Bill Stapleton	Seaview HS	Bronwyn Eglinton	Banksia Park IHS
David Carter	Norwood Morialta HS	Eva Kannis-Torry	Thebarton SC	Greg Rolton	Aberfoyle Park HS
Martin Lippett	Parafield Gardens HS	Greg Wiese	DECD P & C	Kathy Champion	Riverton HS
Mike Sadlier	Tintinara AS	Mira Vukcevic	DECD P & C	Nigel Gill	The Heights
Tony Sims	Mitcham Girls' HS	Rob Knight	Playford IC	Rodney Mangos	Charles Campbell
Roy Page	The Heights	Peter Mader	SASPA		

The main project undertaken by the HR Committee was to partner with DECD People & Culture to coordinate a Think Tank which saw productive tensions explored to identify improved policy and practice through the lens of quality teaching.



Key Questions for Policy Makers and Policy Users:

What are the enabling conditions – policies, procedures, practices and attitudes – that help produce quality 21st C teaching in DECD classrooms?

What are the disabling conditions – policies, procedures, practices and attitudes – that are holding us back from achieving quality 21st C teaching in every DECD classroom?

Will a focus on Teacher Supply, Teacher Growth & 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?

Change the game! Work the curve!

Measures of effective teaching (Vicki Phillips, 2013)

- 5 Tactics for Improving Teacher Effectivness
- NEW TEACHER EFFECTIVNESS

 More newly recruited teachers are effective, as measured by student growth (Pre-service 3)
- PROFESSIONAL GROWTH
 Retrained teachers improve over time
- RETAIN/ LEVERAGE HIGH IMPACT TEACHERS
 Retrained teachers improve over time
- 4 EQUITABLE DISTRIBUTION

 More high poverty students have effective teachers
- 5 EXITING TEACHERS
 Persistently less effective teachers leave...

Table:

This table was used by Professor Jenny Gore at her October presentation to the School of Education, University SA. It explains where school and system leaders must place their efforts to increase teacher effectiveness at the site and system level.

Other key 2016 topics for SASPA's HR committee included:

- Lobbying for a process to extend principal tenures
- Lobbying for a leadership register in schools (to enable more efficient and effective processing of short term internal leadership processes)
- Establishing a deeper understanding of the impact of shifting DECD HR liabilities such as PAT placement and TRT Supplementation to schools.

Other topics included exploring ways to improve how VSP supports the work of school leaders and improving efficiencies with other time consuming HR practices such as Step 9, On-line Teacher Practicum records and TRT on-line claims. Whilst SASPA's lobby contributed to the February 2016 Awards inclusion of a 0.1 teacher FTE to be used to address principal workload, the big HR Committee agenda for 2017

remains the work intensification of leaders and how our Association can work with DECD to turnaround this trend.

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 HR issues, and their interest to engage DECD and other stakeholders in productive, solution oriented discussions in relation to those insights.

(c) Professional Learning (Convener: Jayne Heath) 2016 Focus:

SASPA will strengthen its concept of co-design through facilitating collaborations for quality professional learning programs across SASPA strategic direction groups and DECD work groups (including Workforce Development and the SA Institute of Educational Leadership).

The members of the 2016 Professional Learning Committee were:

Jayne Heath	ASMS	Craig Duguid	Blackwood HS
Jason Loke	ASMS	Sharon Illingworth	Seaview HS
Kym O'Loughlin	SASPA	Penny Tranter	Seaview HS
Peter Mader	SASPA	Rob McLaren	Waikerie HS
Jo Mason	Consultant	Rosie Heinicke	Gawler District B-12
Sue Burtenshaw	Findon HS		



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 Well-being.

Elsewhere in this Annual Report the considerable work undertaken this year by the SASPA Professional Learning Committee – i.e., Annual Conference, Unleashing Your Leadership Potential Program for Aspiring Leaders, NASSSA Leaders' Conference - has been outlined and celebrated.

On behalf of the Association I would like to congratulate Jayne Heath and her team for the energy, enthusiasm, effort and expertise they provided during 2016. The success of the "Leading in the Learning Age" conference, alone, is testimony to the high quality of their work.

(iv) Well-being (Convener: Lyndall Bain) 2016 focus:

SASPA will work towards an improved student support system: one where leaders have greater clarity about access to the full range of services and so that practices within channels are well understood and consistently applied across all channels.

SASPA will work with DECD to implement strategies in response to the recommended actions from Dr Philip Riley's 2015 report on Principals' Health and Well-Being.

The members of the 2016 Well-being Committee were:

Lyndall Bain	Banksia Park IHS
Ann Barclay	Nuriootpa HS
Ceri-Jane Price	Thebarton SC
Karla Pobke	ASMS
Liz Mead	Aberfoyle Park HS
Peter Mader	SASPA
Warren Symonds	Mount Barker HS

Amanda Walsh	Glenunga IHS
Cassie Dickeson	Urrbrae AHS
Darryl Ashby	Roma Mitchell SC
Lee Knight	Blackwood HS
Paul Wilson	Golden Grove HS
Sharon Illingworth	Seaview HS

The Action Plan developed by the committee identified three main foci:

- SASPA will work with DECD to contribute to the development of a DECD Well-being for Learning and Life policy framework.
- SASPA will work towards an improved DECD Student Support system: one where leaders have greater clarity about access to the full range of services so that practices within channels are well understood, effectively implemented and consistently applied across all channels.
- SASPA will work with DECD to implement strategies in response to the recommended actions from Dr Philip Riley's 2015 report on Principals' Health and Well-Being.

The main pieces of work undertaken by the committee in 2016 were:

- Developing a Memorandum of Agreement with the SAHMRI Well-being and Resilience Centre
- Facilitating a SASPA/SAPPA/SAHMRI Well-being Forum
- Negotiating with the Chief Executive and the Executive Director; People & Culture for an agreement stipulating the importance of Leaders' Well-being.

At the time of writing, SASPA is hopeful that a **Principal Well-being Commitment** Statement (based on an Education Queensland document) will be signed by the Chief Executive and other stakeholders including Principal and Pre-school Associations and the AEU SA branch.

The draft statement currently under consideration stipulates:

"We understand the challenges principals face in their role and how these can potentially impact their health, safety and well-being. We believe that the delivery of worldquality education to our students requires all our Principals to be physically and mentally fit and that supporting our Principals with their health, safety and well-being is vital to ensure a safe and productive working environment for their staff and students. We commit to working together to ensure we create a safe working environment, promote good mental health, foster a fit and healthy workplace and continuously improve the systems, structures and resources that support your health, safety and well-being".

I hope to have some good news to share with members early in 2017 once this ground-breaking agreement has been signed. Other key 2016 topics for SASPA's Well-being committee included:

- Special education and the February 2016 Award
- One child, one plan trial updates
- Written feedback to DECD regarding its Learner Well-being framework (released in September)
- Participation in a variety of DECD forums including Student Support Services Current (and Future) Plans.

The big issues for next year include formulating our Association's response to the February 2017 release of Dr Philip Riley's 2016 report on Principals' Health and Well-Being, and to the DECD response to feedback from One Child, One Plan trial schools (prior to the anticipated 2018 implementation).

On behalf of the Association I would like to congratulate Lyndall Bain for the way she has led the formation of the Well-being committee and overseen its first year of work. The 2016 group 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 well-being of students, staff and leaders.

2016 Forums:

In response to member need and interest, SASPA coordinated the following forums:

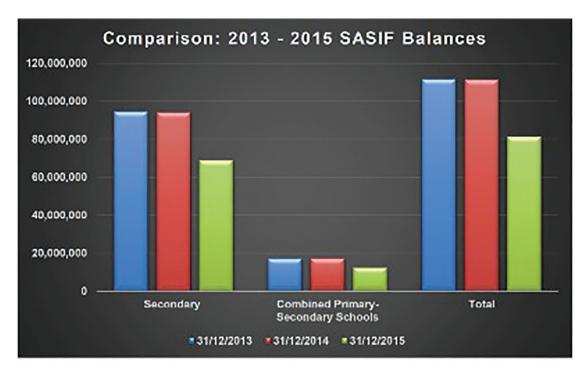
- Doing Secondary Schooling Differently in the North (15th & 16th March)
- How to Maximise Your Success in Leadership Selection Processes (8th April)
- A Leaders' Well-being Conversation (4th August)
- STEM Pedagogy (24th August)
- Country Leaders Conversation with SASPA Board (16th September).

These forums were well attended and provided much needed, and timely, opportunities for the experience and practice of secondary leaders to be shared.

SASPA's forums are organic, in that they grow out of member interest in wanting to know more about initiatives, or wanting to learn directly from others whose work has been undertaken in advance of their own.

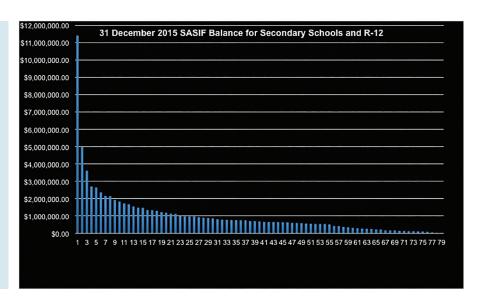
Planned Forums for 2017

Planning is already underway for a late February / early March DECD / SASPA forum to explore strategies to address how schools with relatively low SASIF balances can meet the increasing shortfall between revenue provided for liabilities (e.g. cleaning, electricity, ICT, sewerage & water, and TRT supplementation) and the expenditure they must outlay.



Graph 4: This comparative graph shows that the macro read on SASIF balances in secondary schools has dramatically dropped since December 2014.

Graph 5: This graph shows that there are now 54 schools with secondary enrolments that have SASIF balances of less than \$1 million. It is these schools that SASPA is concerned may be compromised by the shortfall between revenue and expenditure related to under-funded liabilities such as cleaning, electricity, ICT, sewerage and water, and TRT supplementation.



The proposed 2017 Resources Forum will bring together approximately 24 DECD leaders (some from DECD Corporate and some from SASPA member schools) to explore creative strategies for principals wanting to maximise the spend that they make on students' learning whilst facing the various revenue and expenditure challenges made more complex by having "relatively low" SASIF balances.

Part Three:

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

In 2016 we have continued to strengthen SASPA as a key advocate for public education. The SASPA President, Peter Mader, is one of the members on the Minister's Public Education Advisory Committee which is chaired by Emeritus Professor Alan Reid.

SASPA members have contributed to a range of committees and working parties both locally and within DECD centrally. Our opinion is sought by media and throughout the Department.

It is in all leaders' best interest 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 "president to president" work with SAPPA. Many of the issues affecting secondary leaders are also of concern to primary leaders. Strengthening such collaborations, finding the common ground and actively seeking connections that benefit our work has been a critical part of the President'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 2016, our Association was very active in its advocacy role for secondary leaders and its lobby to improve the system in which they work.

SASPA continues to progress the view that principals and leaders in schools are part of the leadership density of DECD and, as such, should be part of developing new ideas for and across the department. Our call for "co-construction ahead of consultation" is designed to create a shift in the culture of the DECD. SASPA leaders do not want to be passive recipients of policy. Rather, they want to be active in the generative work of developing improved policy, procedure and practice.

Summary of advocacy work for 2016			
Focus	Influence		
Lobbying DECD for a "co-construction ahead of consultation" approach to joint policy development.	The DECD Corporate Services redesign includes an "interface" function which sounds promising.		
Making SA the Innovation State paper: a call for the assessment of the Capabilities in the Australian Curriculum.	Critical and Creative Thinking is part of the work of the new Learning Improvement Division.		
Lobbying for the 2 extra T&D Days per year for Australian Curriculum implementation to be retained beyond 2016 to enable moderation of quality task and assessment design (including the Capabilities) and subject achievement.	The Minister announced this initiative in October.		
Surfacing the work intensification of leaders and lobbying for strategies to reduce this impact.	The February 2016 Award provided a 0.1 FTE allocation to specifically address principals' work intensification		
Illustrating the funding inequity issue in secondary schools and lobbying for solutions to be found.	The new CE, Rick Persse, has agreed to support a Leaders' Forum in February / March 2017.		
Advice on how the work of Partnerships and Secondary networks can better complement each other.	NASSSA and NESPN have done the preliminary work and come up with some recommendations for the consideration of the Office of Education.		
Lobbying for research into improving the work of teachers and leaders in disadvantaged northern suburbs schools (just as Holden is about to close and SA's manufacturing industry is on the brink of collapse).	Minister Close has asked DECD to funded a range of NASSSA projects some of which are in partnership with SASPA, Flinders University and University of SA.		
Preparing an "evidence informed" case for Year 7 to be in SA secondary schools.	The SASPA Board adopted a formal position in February 2017 based on research.		

147 SA SCHOOL PRINCIPALS ASKED NICK XENOPHON TO BLOCK EDUCATION CUTS



Our ref: NC-JOY/KN

Mr Brad Chilcott Campaigns Director One Community SA

Via email: brad@one communitysa.org.au

Dear Mr Chilcott

RE: Gonski funding

I write to reiterate in the strongest possible terms, the commitment of the Nick Xenophon Team in relation to the implementation of the Gonaki funding model Together with my colleagues Senator Stirling Griff, Senator Skye Kakoschke-N gard Rebekha Sharkis MP, we stand by full implementation and full funding of Gonaki. In additulor we support the current endom of indevation and util some

i acknowledge and appreciate the input of 147 school principals who have written to me and the NXT in relation to these issues and I am most disappointed that the Federal Government has not taken into account the views of those principals in formulating its policies on education.

me and the NXT in relation to these issues and I am most disappointed that the Federal Government has not taken into account the views of those principals in formulating its policies on education.

Please do not hesitate to contact me on these issues if you need any elaboration. I colleague Robekha Sharkie MP has responsibility for education matters and I note that she too reiterated her strong support for the full implementation of Gonski.

I look forward to working with you and your members to ensure Gonski funding is defended and maintained for the future of Australia's children.

NICK XENOPHON 21 /9/2016

— AND HE AGREED!

SA principals asked Senator Xenophon to use his balance of power to stop \$335 million in cuts to education - and he listened.

Senator Xenophon committed to blocking any cuts to SA schools. Now will State Education Ministers stand up for our children's education?

When they meet in Adelaide tomorrow, Education Ministers must refuse any proposal that will cut education funding to thousands of SA children - they deserve better than that.

EDUCATION MINISTERS, THE FUTURE OF OUR CHILDREN'S EDUCATION IS RELYING ON YOU.













Focus Influence SASPA is part of the "Learn to Grow" campaign which has Lobbying the Federal Government for fair and equitable funding to South Australia's schools. already secured the support of the NXT team in the Senate. We were also instrumental in have a pre-Federal election "Education Forum" with spokespersons from all major parties participating.

Good Practice Blog

When I first started in the role of president in 2015, I wrote to members about the importance of SASPA's role in promoting and sharing the high quality secondary programs that exist in our schools. The SASPA "good practice blog" now has 8 posts:

- Positive Education at Mount Barker High School
- 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 Secondary School and Woodville High School
- Mentoring at Kadina Memorial School
- Gifted Arts at Seaton High School.

I wish to thank all contributors and our resident blogger,

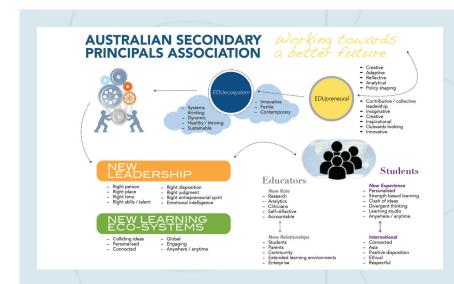
Recently a new series of blogs was launched - "Retired Principals' Reflections" - with Lynne Symons providing the first set of reflections. More of these will follow in 2017.

Part Four:

Australian Secondary Principals' Association (ASPA)

The work of SASPA connects to the federal arena and this is a very important facet of our work. Clearly the national agenda influences what happens in our state.

As SASPA President I serve as a Director on the Australian Secondary Principals' Association (ASPA) Board. Through ASPA, we are able to influence and work with many important national and international connections.



This info-graphic illustrates the key dimensions in ASPA's new leadership model, "right person, right skills, right place & right time".

By asserting that the 21st C educational leader is "edu-preuneurial" this model goes well beyond the AITSL professional standards.

ASPA awarded SASPA the rights to be the first state to trial the program (which underpinned our 2016 Aspiring Leaders professional development, "Unleashing Your Leadership Potential".).

Key areas of ASPA's work and influence over the last year have been:

- Response to the Government's, Better Schools, Better Outcomes policy platform
- Response to the Commonwealth's Productivity Commission
- Public education advocacy
- Local leadership and school autonomy
- Shaping the Commonwealth's approach to VET in schools
- Australian Curriculum development (negotiations with ACARA for schools to assess the General Capabilities)
- Federal/state education policy interplay
- Improved Board governance (an independent chair, Bruce Papps formerly Price Waterhouse Coopers was appointed).

ASPA is now entering its second decade of a ground-breaking partnership with the National Training Centre for Secondary Principals, in the East China Normal University, Shanghai. The ASPA Board plans to bring a group of Chinese principals to South Australia in 2017 for professional learning about how best to lead pedagogical change or transform learning Readers of this report will be fascinated to learn that China's interest in the Australian Curriculum's General Capabilities has led to the creation and adoption of the "Capacities" – a set of generic skills and abilities evident across the subject disciplines in China's curriculum.

Part Five:

SASPA's Operations

(i) The 2016 SASPA Board

Board Member	Site	Meetings	Attendance
Lyndall Bain	Banksia Park International High School	6	5
Steve Clark	Salisbury East High School	4	4
Meredith Edwards	Woodville High School	6	4
Nigel Gill	The Heights School	7	6
Kym Grant	Naracoorte High School	7	6
Tony Green	Willunga High School	2	2
Brenda Harris	Unley High School	7	7
Jayne Heath	Australian Science & Mathematics School	7	6
Wendy Johnson	Glenunga International High School	6	6
Grant Keleher	Maitland Area School	7	5
Rob Knight	Playford International College	7	5
Peter Mader	SASPA	7	7
Peter McKay	Paralowie R-12 School	6	5
Penny Tranter	Seaview High School	7	7
Neil White	Nuriootpa High School	7	7
Anita Zocchi	Adelaide High School	7	6

In 2016 the Board allowed proxies to be sent to meetings in cases of known and unavoidable absence. I wish to thank Colleen Abbott, Bronwyn Eglinton, Jeremy Cogan, Rosie Heinicke, Martin Lippett, Olivia O'Neill and Warren Symonds for being a proxy for a SASPA Board member during 2016.

I would like to acknowledge the significant, highly effective work of the 2016 SASPA Board. 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 2017 SASPA Board is very pleased to welcome the additions of Bronwyn Eglinton, David McClay and Olivia O'Neill.

SASPA's Priority Work				
	Spheres of Influence	The Influence We Seek		
Priority 1	Curriculum and Pedagogy	SASPA is committed to an authentic working partnership with DECD (i.e., a partnership that is valued, funded and commonly practiced) on the delivery of 21st C curriculum, pedagogy, assessment and external moderation. SASPA will work to ensure that the capacities of leaders to improve student learning outcomes are supported through a system-adopted Learner Management System.		
Priority 2	Year 7 into Secondary Schools	SASPA will use evidence to establish our position in relation to a Year 7 move to secondary. SASPA will become an advocate to lobby for the implementation of the established position.		
Priority 3	Professional Learning	SASPA will strengthen its concept of co-design through facilitating collaborations for quality professional learning programs across SASPA strategic directions groups and DECD work groups (including Workforce Development and the SA Institute of Educational Leadership, i.e., SAIEL).		
Priority 4	Human Resources	SASPA will work towards all school based teaching and non-teaching positions being advertised on a continuous basis at the level required by the school. SASPA will seek an improved systemic response to address work performance that is below acceptable levels; i.e., teachers who do not have the capacity to deliver improved outcomes for students or SSOs who are unable to deliver 21st C work practices.		
Priority 5	Support Services	SASPA will work towards an improved student support system; i.e., one where leaders have greater clarity about access to the full range of services so that practices within channels are well understood and consistently applied across all channels.		

In 2016, SASPA Board renewed its efforts to have the DECD Office for Education endorse the Educating in the 21st C Paper, and to see its influence evident in the shaping of the Secondary Directorate. Whilst this action has not yet been finalised, we are still hopeful of it being realised during 2017.



Graph 6: Comparison of member numbers 2013 - 2016.

The membership is trending upwards which is a positive indication of the relevance we have with secondary leaders.

Two strategies have helped to increase the membership:

- (i) the launch of an Aspiring Leaders program and
- (ii) the creation of school-based aspiring members' category.

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.

We have 257 individual full members, 5 associates, 21 aspiring leader members and 7 life members. This means a total membership of 290.

School Aspiring Memberships: 9 sites with 21 aspiring leader members.

Individual Associate Members: 5

Life Members: 7

Membership: across 89 DECD sites in total.

Membership in 62 **High Schools** out of 65 listed in the DECD 2016 sites and services directory. Percentage: 95.38%

Membership in 12 R-12 Schools out of 14 listed in the 2016 sites and services directory. Percentage: 85%

Membership in 11 Area Schools out of 48 listed in the 2016 sites and services directory. Percentage: 22% (this is using the total number of Area schools – not just schools above 200 enrolments). *Note that previously we have only taken Area Schools with enrolments above 200 into account – using that formula we have 11 of 20 Area schools with enrolments above 200 or 55%.

SASPA aims to have people from all schools with significant secondary enrolments amongst its membership. Our drive for membership has been successful (when you consider the number of our members who have retired from DECD employment) but we will need to continue to actively encourage newly appointed leaders to join and seek to attract membership from those few schools where we don't have members.

In 2016, SASPA members from 38 different schools were represented on our committees.

(iii) Finances

SASPA is very appreciative of the \$90,557 annual grant provided by DECD. This grant partially funds the full-time work of the President (the remainder being funded by members).

SASPA Board sought a change to its funding support through the negotiation of the 2016 – 2018 contract with the Minister. (Note: The Memorandum of Agreement is with the Minister but it is the DECD that provides the funds.) Sadly, this request was not supported by the Chief Executive at the time, Mr Tony Harrison.

The secondary principals' associations in all other Australian states except South Australia has either the Minister for Education or the Education Department fund 100% of the President's salary. SASPA is seeking parity with these other states, and is hopeful of a positive outcome from these negotiations.

To this end, the new Chief Executive, Rick Persse, has given the SASPA Board an undertaking that he will review the remuneration to the Association in April 2017. In effect, our Annual Report now becomes part of the "value proposition" SASPA will make in its negotiations with the Chief Executive.

I am clear that we provide an efficient and effective professional service to secondary school leaders that adds considerable value to the work undertaken by DECD State Office. In fact, if we were funded through an outcomesbased Service Agreement, \$200,000 per annum would be a conservative estimation of the value we have delivered to the agency in 2016.

That said, the 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 and increasing services.

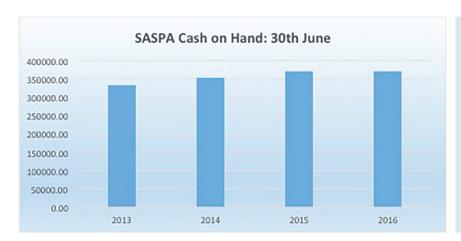
The 3rd major revenue source is through our links with key supporters of secondary education. SASPA is pleased to have the support of 7 Business Partners.

Business Partners	Package	Partnership Years
Credit Union SA	Gold	More than 10 years
Master School Photography	Gold	More than 10 years
Furnware	Gold	2012 -
Kyocera	Gold	2013 -
Latitude Group Travel	Gold	2014 -
Sentral Education	Gold	2014 -
KWS	Silver	2013 -

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 2016

	2016	2015
Revenue:		
DECD Grant Income	\$103,348.00	\$88,128.00
DECD Program Income	\$15,454.54	\$11,212.11
Sponsorship Income	\$78,000.00	\$75,909.10
Conferences & Seminars	\$176,289.39	\$102,858.41
Member Subscriptions	\$150,179.87	\$138,785.50
Interest	\$9,884.31	\$9,237.25
Other	\$5,108.28	\$3,552.69
	\$538,264.39	\$427,683.06
Expenditure:		
	\$479,669.06	\$415,488.03
Profit (before Tax)	\$58,595.33	\$12,195.03
Tax	\$10,951.50	(\$10,951.50)
Profit (after Tax)	\$69,546.83	\$1,243.53



Note: The "Cash on Hand" appears to have plateaued 30th June 2016 compared to 30th June 2015. However, most income for the 2016 conference was received after 30th June 2016 (which was a change in pattern from the 2015 conference income in the previous financial year).

Also, there was a slight loss of project income (SACE Improvement Contract) in the January – June 2016 period. This has produced a "cash on hand" result of "steady" with no increase (even though funds were still

added to the association's Term Deposit investment). The complete Balance Sheet, which documents all revenue and expenditure, was included in the appendices of the annual report issued to members at our Annual General meeting.

I do want to draw members' attention to one of our annual out-goings; that is, the fee we pay as affiliates of the Australian Secondary Principals Association. In 2016 we paid \$26,510.00. Without this affiliation, we would lose a South Australian voice within the national education lobby. The involvement of the SASPA President at national Board meetings is paid for by ASPA.

On behalf of the Association, I would like to thank SASPA's Business Manager, Kym O'Loughlin, for her tireless work in maintaining the financial records and minutes of meetings for our Association, as well as undertaking the event management of our annual conference (and countless other events) and developing and maintaining our business partnerships.

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 health.

Last, but certainly not least, I wish to thank SASPA Vice President, Wendy Johnson, for her work on behalf of the Association which includes representing SASPA on the DECD Stakeholders Funding Review Group. Wendy's main role for SASPA is to make me a better President and, for this, I am personally grateful.

To all SASPA members, congratulations on the 2016 work you have undertaken with the adolescents and young adults in your care. This work is as challenging as it is rewarding.

Please accept this report of your Association's work during this year.

Peter Mader

President

1st December, 2016

Appendices

Appendix 1: Representation

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

- AITSL Evaluation of Profiles Group
- Australian Secondary Principals Association (ASPA) Executive
- DECD Aboriginal Employment Reference Group
- DECD "Building a High Performing System" Association Presidents Reference Group
- DECD Human Resources Consultative Committee
- DECD Office for Education and Early Childhood Consultative Committee
- DECD Workplace Health & Safety Peak Committee
- DECD Information Technology Working Group
- DECD Results Plus Steering Committee
- DECD Managing Significant Under-performance Reference Group
- DECD School Sport Committee
- DECD Stakeholder Funding Review Group
- DECD, SASPA and University of SA Enriching Year 8 Mathematics Project Steering Committee
- DECD Selection Panels (a range of these some for projects, some for personnel)
- INTERSPECC cross-sectoral secondary principals advisory group
- MECS STEM Industry, Education and Community Partnerships Advisory Committee
- MECS Intersectoral Child Protection Reference Group (cross-sectoral)
- MECS Intersectoral Child and Youth Welfare Committee Meeting (cross-sectoral)
- Parents in Education Week Planning Committee
- SACE Assessment Recognition Symposia
- SACE Accreditation, Recognition and Certification Committee
- SACE Special Provisions Advisory Committee
- SACE Principals Partnership Strategy Group
- SACE Board
- University of SA School of Education Advisory Group
- University of SA Professional Experience Advisory Group
- Public Education Advisory Committee (SASPA president in own right)
- Teachers Registration Board Induction and Mentoring Project Consultative Committee.

Appendix 2: Consultations

SASPA has been involved in numerous consultations across the year spanning many topics. Sometimes we have instigated these meetings. On other occasions, we have been asked for opinion on developments in DECD. Where appropriate, we have also contributed written responses. Unlike representation, consultations do not usually involve on-going meetings.

The following is a sample of the consultations that occurred in 2016:

- AEU re Leaders' Issues
- AITSL consultation
- Commonwealth Government's School Autonomy Project
- DECD advice to Ministerial Council
- DECD Data Dashboard
- DECD EMS tendering
- DECD and SASIF Balances
- DECD External School Reviews
- DECD NAPLaN Online
- DECD Integrated Support Services
- DECD Interface
- DECD One Child, One Plan trials
- SACE SACE Modernisation Consultation
- Enterprise Bargaining
- Impact of the Federal Budget on SA interview with state researchers
- Institute of Educational Assessors General Capabilities
- Issues from individual members and situations that have emerged in their contexts
- Meetings with the Minister Dr Susan Close
- Meetings with the Opposition Education Spokesperson John Gardner
- Meetings with the Chief Executive Tony Harrison
- Meetings with the Chief Executive Rick Persse
- Meetings with the Chief Education Officer Jayne Johnston
- Premier's Consultative Group Responding to Commonwealth cuts to Education and Health
- Principal queries/issues
- Regular meetings with the Minister's advisers
- SACE Board SACE Modernisation
- VET into the future.



Appendix 3: Auditor's Report

South Australian Secondary Principals Association Inc

Independent Audit Report

To The Members Of South Australian Secondary Principals Association Inc

Report on the financial report

We have audited the accompanying financial report, being a special purpose financial report of South Australian Secondary Principals Association Inc for the year ended 30 June 2016. The association's committee are responsible for the financial report and the committee have determined that the accounting policies described at Note 1 to the financial statements are appropriate to meet the needs of members and also the Associations Incorporation Act, SA. We have conducted an independent audit of this financial report in order to express an opinion on them to the members of the association. No Opinion is expressed as to whether the accounting policies used within Note 1 to the financial statements are appropriate to the needs of members.

The financial statements have been prepared to distribute to members of the association so as to fulfil the reporting requirements under the Associations Incorporations Act SA. We disclaim any assumption of responsibility for any reliance on this audit report or on the financial statements to which it relates to any person other than the members, or for any purpose other than that for which it was prepared.

Our audit has been conducted in accordance with Australian Auditing Standards to provide reasonable assurance whether the financial report is free of material misstatement. Our procedures included the evaluation of accounting policies and significant accounting estimates, examination, on a test basis, of evidence supporting the amounts and other disclosures in the financial report. These procedures have been undertaken to form an opinion whether, in all material respects, the financial statements are presented fairly in accordance accounting policies as described in Note 1 so as to present a view which is consistent with our understanding of the Association's financial position, the results of its operations and its cash flows. The accounting policies within Note 1 do not require the application of all Australian Accounting Standards and other mandatory professional reporting requirements.

The audit opinion expressed in this report has been formed on the above basis.

Qualification

It is not practical for South Australian Secondary Principals Association Inc to maintain an effective system or internal control over cash on hand, donations and fundraising activities until their initial entry in the accounting records. Accordingly, our audit in relation to cash on hand, donations and fund raising was limited to amounts recorded.

Qualified Audit Opinion

In our opinion, except for the effects of such adjustments (if any) as might have been determined to be necessary had the limitation discussed in the qualification paragraph above, the financial report presents fairly in accordance with the accounting policies stated in Note 1 to the financial statements in the financial position of South Australian Secondary Principals Association Inc as at 30th June 2016 and the results of its operations and its cash flows for the year then ended.

Jill Hoadley CPA

JSA Accounting

Pty Ltd Dated this day of 2016

South Australian Secondary Principals Association Inc Statement by Members of the Committee

The committee has determined that the association is not a reporting entity and that this special purpose financial report should be prepared in accordance with the accounting policies outlined in Note 1 to the financial statements.

In the opinion of the committee as set out in the accompanying financial report;

- 1. Presents a true and fair view of the financial position of South Australian Secondary Principals Association Inc as at 30 June 2016 and its performance for the year ended on that date.
- 2. At the date of this statement, there are reasonable grounds to believe that South Australian Secondary Principals Association Inc will be able to pay its debts as and when they fall due.

This statement is made in accordance with a resolution of the Committee and is signed for and on behalf of the Committee by:

Chairperson

Dated

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

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