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## Introduction

The South Australian Secondary Principals' Association (SASPA) is an incorporated body with a membership of 273 public secondary leaders.

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

This Annual Report represents an account of the activities of SASPA from 1st January to 31st December 2017, and includes the President's Report and the general purpose financial statements for the calendar year.

## From the **President**



I am pleased to present the 2017 Annual Report for the South Australian Secondary Principals' Association (SASPA).

It is a privilege to report on the work undertaken by SASPA in 2017.

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 three of the Association's key achievements:

(i) In May 2017, Dr Susan Close, Minister for Education and Child Development, announced that the payment for schools' utilities expenses would revert back to a State Office responsibility from 1st July and that those schools making additional over-Award payments for cleaning undertaken after 6:00pm would be subsidised. This was a most welcome announcement. Quite justifiably, the tireless and persistent work of the SASPA Resources lobby 2005 – 2017 has claimed much of the credit for influencing this decision; one which protects against the use of school revenue tagged for teaching and learning purposes being diverted to subsidise cleaning and utilities expenditure.

(ii) In 2017 we had 47 participants in the "Unleashing Your Leadership Potential" 8-module program for aspiring leaders. This reflects a participant increase of 26% from the inaugural 2016 program. Members should be very pleased that SASPA is playing its part in building leadership capacity through the Band B ranks (i.e. 82 secondary leaders have been involved in this program over the past 2 years).

The "Unleashing Your Leadership Potential" program will be offered again in 2018 but, for the first time, it will follow an inquiry-based, action research approach. This redesign will see the wisdom, content and processes within the "Unleashing Your Leadership Potential" program aligned specifically to the key change leadership work of each participant. It promises to make this course more personalised, relevant and reflexive.

(iii) All key data sets used to track SASPA's performance – membership, program participation, annual conference registrations, strategic directions committee engagement, e-Bulletin readership and finances – are trending upwards. This affirms the good work of the SASPA Board and validates the directions it has set. It also reflects the genuine enthusiasm secondary educational leaders have for professional growth and for improving the systemic conditions in which we work.

I am proud of these and all other achievements that SASPA celebrates for 2017. These tremendous results would not have been possible without the considerable efforts of the 2017 Board and the various Strategic Directions Committee members. I congratulate them for their dedication, commitment and wisdom.

# Annual Report/2017

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 secondary educational leadership practice to be shared
- enhancing the profession (and the education system in which we work).

This 2017 Annual Report submits evidence of SASPA's delivery on this promise.

## Part I:

# Further Developing the Capacities of Leaders

#### (i) Annual Conference

The SASPA 2017 Professional Learning Committee, chaired by Jayne Heath, and supported by our Business and Events Manager, Kym O'Loughlin, organized a highly successful annual conference, "Creativity and Innovation: The New DNA of Schools".

There were 246 registrations for the 17th and 18th August event, of which 59 were from the country and 187 were from the metro area.

SASPA has 273 members and, to have 246 registrations at our annual conference shows a higher percentage (90%) of conference attendees to members than any other Principal Association in Australia. This is very affirming and validates the professional learning direction SASPA has taken.

# Members/Non member/UYLP Participant From total registration

This graph indicates that 160 conference attendees were SASPA members, 64 were non-members and 22 were participants in SASPA's "Unleashing Your Leadership Potential" who took up a special offer to have Module 5 included in the conference program.

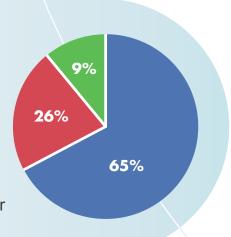
**Action:** The SASPA Office to make direct contact with these 64 potential members to offer individual membership for 2018.



Non SASPA Member



Graph: 1, 2017 Conference Registrations by Membership / non-Membership / "Unleashing Your Leadership Potential" program participant



#### Position of attendees

#### From total registration

This graph shows that we had 57 principals, 128 deputy principals, assistant principals or senior leaders and 40 coordinators or aspiring leaders attend the 2017 conference.

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

**Action:** The 2018 Professional Learning committee will be asked to consider a "principals only" event adjacent to the conference as a means of increasing the attendance of this membership classification.



Deputy Principal

Assistant Principal

Senior Leader

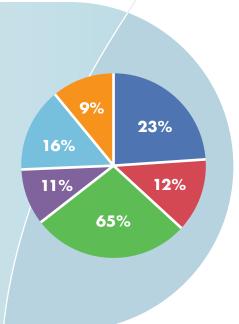
Aspiring Leader

Other

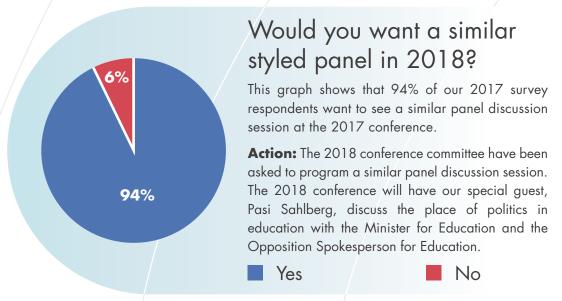
Graph: 2, 2017 Conference Registrations by Leadership Role

Participants at our 2017 Annual Conference were surveyed. Of the total registrations, 43% completed the survey (a decrease of 7% from 2016). For the very first time 100% of respondents found the conference useful to their professional learning.





One of the sessions at this year's conference was a panel discussion chaired by Emeritus Professor Alan Reid in conversation with Dr Susan Close (Minister for Education and Child Development), Professor Yong Zhao and Professor Bob Lingard. The topic was "Creativity and Innovation: Should it Become the New DNA of Schools?"



Graph: 3, Would conferees want another panel discussion session in 2018?

Plans are already underway for the 2018 Annual Conference to be held at the National Wine Centre on Thursday 16th and Friday 17th August. Confirmed speakers include Pasi Sahlberg (former Director-General of Finnish Education), Ben Walden (Shakespearean actor who will return in 2018 to use Julius Caesar as the lens for looking at educational leadership) and Eva Balan-Vnuk (Microsoft Education)

The 2017 conference, "Creativity and Innovation: The New DNA of Schools" marked the beginning of another SASPA conference trilogy. The 2nd instalment is our 2018 conference, "Seeing Further: The Key to Our Future". The trilogy concept underlines the importance of SASPA signposting what it thinks matters most in the educational landscape, and deepening participant knowledge over a three-year period.

		Notes
Income	\$156,306.90	
Expenditure	\$102,251.21	
Profit	\$54,055.69	The profits have been used to secure 2 overseas speakers for the 2018 Conference: Pasi Sahlberg, and Ben Walden.

Table 1, 2017 Annual Conference Profit and Loss Statement

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

This program has its origins in work undertaken by the Australian Secondary Principals' Association (ASPA) through its 2012 – 2014 Talking Heads program which brought together 100 of Australia's best principals to surface the "big ideas" for principals to be working on in the 21st Century secondary education ecosystem. The professional learning value proposition that emerged from the Talking Heads program, and that has shaped the South Australian variant, "Unleashing Your Leadership Potential", is:

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 (ASPA, 2015).

In 2016, 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 aspiring leaders. The 8 modules explicitly develop the knowledge and leadership dimensions related to ASPA's "8 Big Ideas" which emerged from the 2012 - 2014 national Talking Heads program:

- 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 facilitating the clash of ideas
- 21st C schools for the connected, global world
- Continuous engagement in school-based renewal and reform.

There were 47 participants in the 2017 "Unleashing Your Leadership Potential" program.

	Numbers	Country	Metro	R-12	F	М
Deputy Principals	6	2	4	2	3	3
Assistant Principals	25	8	17	4	19	6
Coordinators	16	9	7	4	12	4

**Table 2,** Breakdown of UYL P Program participation.

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-to-face and on-line.

I would like to publicly thank Jayne Heath, Jason Loke, Rosie Heinicke and Sharon Illingworth for assisting me in the delivery of the 2017 version of this ground-breaking program.

#### Next Steps:

The "Unleashing Your Leadership Potential" program will be offered again in 2018 but, for the first time, it will follow an inquiry-based, action research approach. This redesign will see the wisdom, content and processes within the "Unleashing Your Leadership Potential" program aligned specifically to the key change leadership work of each participant. It promises to make this course more personalised, relevant and reflexive.

#### (iii) NASSSA Deputy Principals' Conference

One of the professional learning services SASPA offers its members is a customized conference program for regional network groups.

On 25th August SASPA delivered a program customized to the needs of the Northern Adelaide State Secondary Schools Alliance (NASSSA); one that focused on the new learning paradigm, the de-privatisation of professional practice and the continuous engagement in school reform.

The conference program was very well received. SASPA hopes that other regional networks of secondary leaders will look to the Association to provide a customized professional learning service for them in 2018 and beyond.

#### What are our plans for Professional Learning in 2018?

The SASPA Professional Learning Committee has set an ambitious program of work for 2018 in its quest to further develop the capacities of principals and their executive leadership teams.

In addition to the 2018 Annual Conference on 16th and 17th August, the Professional Learning Committee will oversee the following events:

- "Unleashing Your Leadership Potential" Aspiring Leaders Program (commencing Monday 5th March)
- "Courageous Conversations" and "Managing Stress" workshops presented by Thilan Legierse (Monday 19th March)
- The "World Class Learners" program with Professor Yong Zhao. This is a 10-school network program focusing on engagement, entrepreneurialism and global citizenship (commencing Tuesday 5th June).
- SASPA ICT Networks #2 and #3. (Beyond the establishment of Network #1 which focused on the use of Microsoft Office 365 cloud-based technologies for learning transformation, SASPA is keen to establish other ICT networks, one of which will focus on Google applications. Members will be notified of these new opportunities at the beginning of 2018).

#### How Can SASPA Help Your School and Your Secondary Network?

We are keen to hear from country and metro schools and secondary leaders' networks which have professional learning or leadership capacity building needs that are best facilitated by an external agent.

If you are in this situation, please ask SASPA about the "menu" we can put together for your school or network, and how it can help your team's improvement journey.

### Part II:

## 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 secondary educational leaders work.



(a) Curriculum and Pedagogy, (Conveners: Anita Zocchi and Olivia O'Neill)

#### 2017 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 an information rich, system-adopted Education Management System (EMS).

#### 2017 Priority Work:

- Refresh the SASPA Education in the 21st Century paper and use it to work with DECD on a statement that defines a secondary teachers' work in the 21st Century.
- Further explore with DECD the various opportunities to apply the successful DECD/SASPA/ SACE Improvement Project model to other agendas within the Learning Improvement Division.
- Further explore with DECD ways of sharing highly effective practice in the secondary years.

#### The thirty-one members of the 2017 Curriculum & Pedagogy Committee were:

Anita <b>Zocchi</b>	Adelaide HS	Olivia <b>O'Neill</b>	Brighton SS
Andrew Wooden	Findon HS	Laura Coonan	DECD Secondary
Brenda <b>Harris</b>	Unley HS	Laura <b>Luongo</b>	NESPN
Bronte Nicholls	ASMS	Lia <b>Tedesco</b>	School of Language
Bruce Oerman	Oakbank AS	Manuel Pontikinas	Marryatville HS

Caroline Johnstone	Urrbrae AHS		Peter Mader	SASPA
			/	
Connie <b>Soltysiak</b>	Charles Campbell		Peter McKay	Paralowie School
		/.		
David McClay	NASSSA		Peter <b>Philp</b>	KICE /
		′		
Jeane Schocroft	Open Access		Roley Coulter	Banksia Park IHS
Jenny <b>Johns</b>	Aberfoyle Park HS		Roy <b>Page</b>	Heathfield HS
Jeremy Cogan	Glenunga IHS		Stephen Inglis	Marden SC
Jeremy LeCornu	Seaview HS		Sylvia <b>Fisher</b>	DECD FLO
Jude <b>Hines</b>	Marryatville HS		Sue <b>Jones</b>	DECD Secondary
Julie <b>Humphreys</b>	Mt Barker HS		Tania <b>Duff-Tytler</b>	Golden Grove SS
Kathleen <b>Hoare</b>	Gladstone HS		Toni Carellas	Henley HS
Keri <b>Fisher</b>	Thebarton SC			

#### Work undertaken in 2017 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 SACE Board Committees)
- 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 systemwide 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
- advice and feedback to David Gonski's Review Panel to Achieve Educational Excellence in Australian Schools
- advice and feedback to DECD Learning Improvement Division on policy and procedures work related to Curriculum, Pedagogy, Assessment and Reporting.

There were five specific 2017 forums that SASPA facilitated where the Curriculum and Pedagogy committee's beliefs about leading 21st C teaching and learning were progressed:

- Scheduling 21st C Learning Symposium (March 2017)
- STEM in SACE Conference (May 2017)
- International Education Symposium (June 2017)
- Mathematics Leaders' Network (August and November 2017) and
- A network of 10 schools working with Microsoft Office 365 cloud-based technologies to achieve learning transformation.

#### Scheduling 21st C Learning Symposium

Our symposium topic was, "What are the time and deployment issues we must address to better enable the types of learning and teaching SASPA advocates in its Education in the 21st Century paper?" Provocations were provided by the Australian Science and Mathematics School, Playford International College and Wirreanda Secondary School. Systemic perspectives were provided by Roselie Dohnt (South Australia) and Rob Newton (Victoria). We were fortunate to have five members of the Queensland Secondary Principals' Association (QSPA) participating in the symposium who were able to provide their perspective on similarities and differences.

#### Extracts from SASPA's "Education for 21st C" Paper.

- Learning is designed to be learning for life.
- Learning is designed to be relevant and meaningful.
- Learning is designed to be collaborative.
- Learning is designed to be personalised.
- Learning is available 24/7.
- Teachers create blended learning environments.
- Teachers develop expert learners.
- Teachers re-focus the way time is used in classrooms.
- Teachers are collaborative learners (themselves).

"What are the time and deployment issues we must address to better enable the types of learning and teaching SASPA advocates in its Education in the 21st Century paper?"

#### The fifty-five secondary leaders at the symposium made the following commitments:

- It is time to rethink Industrial Relations and Human Resources rules (and the Enterprise Bargaining approach that shapes so many of these). Students' 21st C learning needs must be at the centre of the conversation, and be the main lever for much needed change to how teachers' work is defined and supported.
- It is time to give more time to building teacher capacity to adopt, adapt and share innovative practice.
- It is time to rethink what constitutes a school day, a school week, a school term and a school year. These constraints reflect the old industrial model of schooling rather than the 24/7/365 world that shapes our new learning paradigm.
- It is time for teacher's learning to be as important as student's learning in how we capture and use collaborative time in our schools.

The SASPA lobby to Enterprise Bargaining signatories – DECD and the AEU-SA - has been informed by these understandings; in particular, we have mounted an argument for a 1-hour reduction in face-to-face teaching (consistent with settings in NSW and Victoria) where that 1 hour is dedicated to professional growth through continuous collaborative teacher inquiry geared to improved pedagogy.

#### STEM in SACE Conference

At the request of DECD Learning Improvement Division, the 2017 conference represented a shift away from the highly successful 2014 - 2016 SACE Improvement Project conferences.

Twelve schools were invited to showcase those approaches to curriculum, pedagogy and organizational routines that had improved engagement with Mathematics and the traditional Sciences in the senior years.

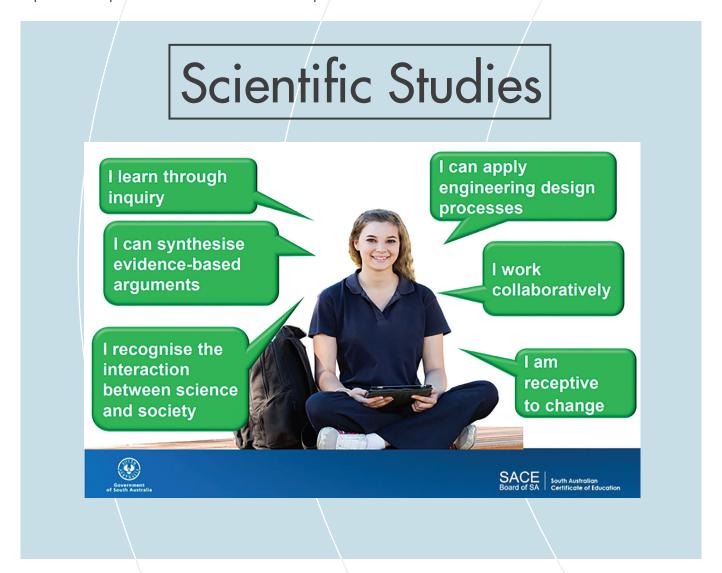
#### Thank you to the presenting schools:

Australian Science and Mathematics School	Le Fevre High School	
Blackwood High School	Norwood-Morialta High School	
Craigmore High School	Ocean View P-12 College	
Glenunga International High School	Playford International College	
Heathfield High School	Seaview High School	
Henley High School	Wirreanda Secondary School	

Whilst the focus of the SACE conference was through the lens of STEM, it was pleasing to see that the practical application of the SACE Improvement Tools, jointly developed by DECD/SASPA, continued to play an important role in each of the school's STEM improvement journey.

Resources from this conference can be found at:

http://www.saspa.com.au/2017/06/14/2017-saspadecd-stem-sace-conference-resources/



In his keynote presentation, Dr Neil McGoran chose to focus on the General Capabilities and how they contributed to improved application, engagement and thinking in the mathematical, scientific and technology studies subjects. Since 2015, SASPA has articulated its view that the General Capabilities should be the lens through which subject knowledge (or integrated subject knowledge) is applied and demonstrated, explored and experienced, understood and shared.

To this end, Dr McGoran's presentation resonated strongly.

Our other keynote presenter was Dr Kristen Alford, Director, Museum of Discovery (MoD) at the University of South Australia. The enthusiasm and joy that Kristen has for Science and the experiential approach that MoD takes was infectious. She had the one hundred and twenty conference participants looking for a range of ways to connect and network with her and the MoD.



In 2018 SASPA is very keen to explore the importance of the Middle Years on success in the Senior Years. Our view is that the SACE improvement agenda is consistent with a whole of school improvement agenda. Since secondary education in South Australia is mainly undertaken in a Year 8 - 12 context we are hoping to trial a networked approach to how the SACE improvement tools can drive similar improvements in the Middle Years (i.e. Year 8 and Year 9).

#### Mathematics Leaders' Forum:

Understanding that if we are to make the shift to a new learning paradigm in our schools and improve STEM engagement and results, our leaders of secondary Mathematics must move beyond modelling highly effective practice to become leaders of pedagogical change. In the first instance, SASPA has used the leadership of Mathematics within schools represented on its Board and on its Curriculum and Pedagogy Committee, to seed the idea of a Maths Leaders' Forum.

Following symposia attended by 30 Mathematics leaders on August 24th and November 20th there was a clearly articulated interest across the group to:

- expand its membership in 2018
- further challenge and support each other to propagate highly effective practice
- build leadership capacity to undertake faculty-wide / STEM-wide improvements.

Schools not represented in the 2017 group will be invited to join the network at the beginning of 2018.

#### Microsoft Office 365 Network:

To enhance the digital delivery of cloud-based collaborative 21st Century curriculum, SASPA has formed a partnership with Microsoft's Education division to work with 10 schools (at a time) in a train-the-trainer style program.

Network #1 schools working with Microsoft on the Digital Transformation Through Collaborative Technologies project from December 2017 – April 2018 are listed below.

Adelaide High School	Port Lincoln High School
Banksia Park International High School	Seaview High School
Golden Grove Secondary School	Thebarton Senior College
Mount Barker High School	Underdale High School
Paralowie R-12 School	Victor Harbor High School

It is anticipated that we will call for expressions of interest in Network #2 early in 2018.

#### International Education Symposium:

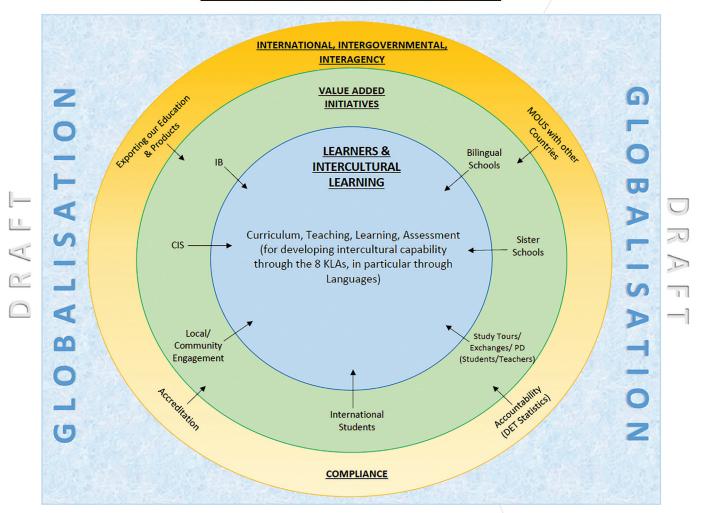
On 21st June SASPA/DECD held a symposium, "Extending Our Reach: Internationalising All Our Schools". The forum emerged out of the International Education Services' Secondary Principals group which expressed its interest in:

- developing a contemporary understanding about the internationalisation of education in South Australia
- capturing the voices of school leaders and the International Education Services team to inform DECD policy and strategy for internationalizing schools.

Key speakers at the symposium included Marilyn Sleath (Director, International Education Services), Connie Andreana (Manager, Education Victoria's Internationalising Education Unit) and Associate Professor, Angela Scarino (Chair, Multicultural Education and Languages Committee).

The result of the work undertaken by the symposium's 70 participants is represented by the graphic below.

#### INTERNATIONALISING EDUCATION IN DECD



**Diagram 1:** The SASPA/IES diagram shows the inter-relationships between the various stakeholders and programs in the internationalising education space in South Australia. Importantly, the centre of the diagram reflects the view that the core internationalising experience must be through the curriculum; i.e. an across-the-curriculum approach to the development of the inter-cultural capability and a commitment to the study of Languages.

On behalf of the Association I would like to thank Anita Zocchi for her chairing of the Curriculum and Pedagogy committee, and wish her well in her new role as Principal, University Senior College.

Since Anita's transition to the private sector, Olivia O'Neill has accepted responsibility for the Curriculum and Pedagogy committee and really put her own stamp on its agenda.

Congratulations to the 2017 Curriculum and Pedagogy group who have so 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)

#### 2017 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.

#### 2017 Priority Work:

- Further explore with DECD improvements to the Recruitment & Selection process that can be implemented from 2017/2018
- Further explore with DECD medium to longer term improvements to the Recruitment & Selection process that can be implemented from 2018/2019.

#### The twenty-five members of the 2017 Human Resources Committee were:

Richard Abell	Seaton High School
Ali Bogle	Minlaton Area School
Alistair <b>Brown</b>	Adelaide Botanic HS
Anthony van Ruiten	Willunga High School
Bill Stapleton	Seaview High School
Brian <b>Jordan</b>	Playford IC
Bronwyn Eglinton	Banksia Park IHS
Clayton <b>Disley</b>	Reynella East College
David Carter	Norwood Morialta HS
Eva <b>Kannis-Torry</b>	Thebarton SC
Glenys Thompson	ASMS
Greg Rolton	Unley High School
Grea Wiese	People & Culture

Kathy <b>Champion</b>	Riverton HS
Martin <b>Lippett</b>	Parafield Gardens HS
Mike <b>Sadlier</b>	Tintinara Area School
Mira <b>Vukcevic</b>	People & Culture
Nigel <b>Gill</b>	The Heights
Peter Kuss	Golden Grove SS
Peter Mader	SASPA
Rodney Mangos	DECD Secondary
Roy <b>Page</b>	Heathfield HS
Steven <b>Knipe</b>	Marryatville HS
Sylvia <b>Fisher</b>	DECD FLO
Tony Sims	Mitcham Girls' HS

In 2017, the HR Committee continued to work with DECD People & Culture to see recommendations from the August 2016 SASPA/DECD Think Tank acted upon. We still have a long way to go but the signs are promising.



#### 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 Effectiveness
- NEW TEACHER EFFECTIVENESS

  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 graphic was used by Professor Jenny Gore at her October 2016 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. It has informed SASPA's lobby to DECD People & Culture.

The SASPA Human Resources Committee has also actively contributed to the shaping of our Association's Enterprise Bargaining lobby. Essentially, SASPA wants to see the Enterprise Bargaining signatories use the 2018 negotiations to solve the following problems:

- The leadership pipe-line
- Time for teachers to collaborate to improve teacher pedagogy.

With regards to the leadership pipeline, there is a need to create improved separation in salary and face-to-face teaching conditions between Step 9 teaching and Band B leadership, and separation in salary between Band B and Band A leadership. SASPA's assessment is that by changing these settings we will see more teachers become interested in Band B leadership and more Band B leaders seeking a principal or Band A role.

The main role of the secondary principal is to improve teaching and learning. Collaborative inquiry approaches to improved pedagogy such as Professional Learning Communities are fundamental to the professional growth we seek within our work-force. SASPA is keen to see the 2018 Award institutionalise Professional Learning Community work by reducing face-to-face teaching by one-hour per week. This reduction in face-to-face teaching, from 21 hours to 20 hours per week, would see South Australian secondary schools work to the same settings as NSW and Victoria.

Whilst SASPA's 2015 lobby contributed to the February 2016 Award's inclusion of a 0.1 teacher FTE to be used to address principal workload, the big Human Resources Committee agenda for 2018 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 human resource 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)

#### 2017 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).

#### 2017 Priority Work:

- Continue to have the SASPA Education in the 21st Century paper at the centre
  of our 2017 Professional Learning work (acknowledging further revision of this
  paper is imminent)
- Continue to work with DECD on the support of leaders in schools around accessing relevant, high quality professional learning
- Improve access to Professional Learning for SASPA's country members (i.e., online forums and webinars).

#### The sixteen members of the 2017 Professional Learning Committee were:

Jayne <b>Heath</b>	ASMS
Kirri <b>Minnican</b>	Christies Beach HS
Anne <b>Thornton</b>	DECD Secondary
Kym <b>O'Loughlin</b>	SASPA
Craig <b>Duguid</b>	Aberfoyle Park HS
Peter <b>Mader</b>	SASPA
Deb <b>Merrett</b>	Professional Practice
Penny <b>Tranter</b>	Seaview High School
Gawain <b>Duncan</b>	DECD Secondary
Rosie <b>Heinicke</b>	Craigmore HS
Glenys Thompson	ASMS
Sharon <b>Illingworth</b>	Hills Network
Jason <b>Loke</b>	ASMS
Sue <b>Burtenshaw</b>	Findon HS
Jo <b>Mason</b>	Consultant
Sylvia <b>Fisher</b>	DECD FLO

The Conference Planning Committee is a sub-committee of Professional Learning and, in 2017, it consisted of: Glenys Thompson, Jason Loke, Jayne Heath,

Jo Mason, Kym O'Loughlin, Peter Mader, Penny Tranter, Sharon Illingworth and Sue Burtenshaw.



**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., Annual Conference, Unleashing Your Leadership Potential Program for Aspiring Leaders, NASSSA Leaders' Conference - has been outlined and celebrated.

The strategic policy piece of work that the Committee is currently working on is a SASPA position paper which focuses on The Essential Characteristics of Quality Professional Learning. I know members will find this paper informative and useful. The paper should be launched by June 2018.

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 2017. The success of the "Creativity and Innovation: The New DNA of Schools" conference, alone, is testimony to the high quality of this committee's work.

(d) Wellbeing (Conveners: Lyndall Bain and Meredith Edwards)

#### 2017 Focus:

SASPA will work with DECD to contribute to the development of a DECD Wellbeing 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 2016 report on Principals' Health and Wellbeing.

#### 2017 Priorities:

- Continue to work with DECD on the potential for improvements to the Learner Wellbeing framework and to key pieces of changed practice such as One Child, One Plan.
- 2. Further explore with DECD tangible support measures for student wellbeing (i.e., less time spent discussing what should happen, more time spent on upskilling the work of those who need to make it happen).
- 3. Continue to work with DECD on strategies and support measures that will improve the wellbeing of leaders.

#### The fourteen members of the 2017 Wellbeing Committee were:

Lyndall <b>Bain</b>	Banksia Park IHS
/	
Meredith Edwards	Woodville HS
	/
Amanda <b>Walsh</b>	Glenunga IHS
Julie <b>Ferguson</b>	Marryatville HS
\( \lambda_{\text{in}} = \text{in} \\ \lambda_{\text{in}} = \text{in} \\ \text{in} = \text{in} \\ \text{in} = \text{in} \\ \text{in} = \text{in} = \text{in} \\	Marila Olitala anak Calla ara
Angie <b>Michael</b>	Mark Oliphant College
Lee Knight	Blackwood HS
Loc Kingin	BIGERWOOD FIG
Ceri-Jane <b>Price</b>	Thebarton SC
Peter <b>Mader</b>	SASPA
Craig <b>Bailey</b>	Le Fevre High School
	C : 11C
Sharon Illingworth	Seaview HS
Darryl <b>Ashby</b>	Roma Mitchell SC
Daily 17 tollby	Koma // menen oc
Shaun <b>Walsh</b>	Willunga HS
	Ŭ
Karla <b>Pobke</b>	ASMS
Warren Symonds	Mount Barker HS

With regards to the response to what has become known as "The Riley Report", SASPA was pleased to be a signatory to the Principal Wellbeing Commitment Statement, along with the Chief Executive and other Association and Union heads. Whilst it is largely a symbolic step, the Statement will help all signatories reflect on the extent to which we are honouring the intent of this commitment.

# Principal Wellbeing Commitment Statement

Other key 2017 topics for SASPA's Wellbeing committee included:

- feedback on the proposed changes to special education funding
- updates on the one child, one plan trial
- feedback on a variety of DECD policy revisions including the School Discipline Policy.

The big issues for next year include formulating our Association's response the February 2018 release of Dr Philip Riley's 2017 report on Principals' Health and Wellbeing, and to continue to provide constructive feedback to DECD on its actioning the recommendations from 2017 review Student Services and the implementation of the One Child, One Plan initiative.

**We understand** the challenges principals face in their role and how these can potentially impact their health, safety and wellbeing.

**We believe** that the delivery of world-quality education to our students requires all our Principals to be physically and mentally fit and that supporting our Principals with their health, safety and wellbeing 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 wellbeing.

pg

Rick Persse Chief Executive Department for Education and Child Development

South Australian Secondary Principals Association

Peter Mader President

MEGION

Marilyn Clark
President
Preschool Directors Association

Date 26,04,2017

Phent

Pam Kent
President
South Australian Primary Principals Association

CARLL

Chris Roberts
President
South Australian Area Schools Leaders Association

Howard Spreadbury

President Australian Education Union – SA Branch













On behalf of the Association I would like to congratulate Lyndall Bain for the way she led the Wellbeing committee and oversaw its first 1½ years of work. In July 2017 Lyndall accepted a role as an Education Director. I extend my thanks to Meredith Edwards who accepted the role as the convener of the Wellbeing Committee following

Lyndall's resignation. The 2017 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.

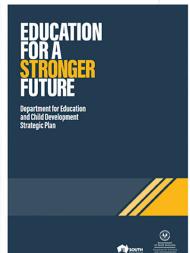
## Part III:

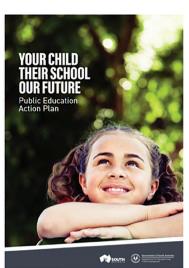
# Enhancing the Profession (and the System in which We Work)

In 2017 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. This committee published its ground-breaking Statement on Public Education in April 2017 and it has informed both the DECD Strategic Plan: Education for a Stronger Future and the SA Government's Public Education Action Plan: Your Child, Their School, Our Future.







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 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 "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 2017, 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-design ahead of consultation" seeks 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 2017

Focus	Influence
Lobbying DECD for a "co-design ahead of consultation" approach to joint policy development	DECD Corporate is more consistently seeking SASPA's thinking and much earlier into the design process. This was most evident in the formulation of the DECD Strategic Plan and in the subsequent McKinsey project work.
Making SA the Innovation State paper: a call for the assessment of the Capabilities in the Australian Curriculum.	The draft DECD Curriculum, Pedagogy, Assessment and Reporting policy includes reference to the General Capabilities being taught, assessed and reported.
Surfacing the work intensification of leaders and lobbying for strategies to reduce this impact.	Whilst the February 2016 Award provided a 0.1 FTE allocation to specifically address principals' work intensification and showed DECD's interest in a solution, the experience of 2017 shows that there is still much to be done.
Illustrating the funding inequity issue of Utilities revenue falling short of expenditure, and secondary schools needing to use curriculum funds to address the difference.	The Minister announced in May that the payment for schools' utilities expenses would revert back to a State Office responsibility from 1 st July and that those schools making additional over-Award payments for cleaning undertaken after 6:00pm would be subsidised. SASPA's Resources lobby can justifiably take much of the credit for influencing the DECD and the State Government on this matter.
Advice on how the work of Partnerships and Secondary networks can better complement each other.	In 2016, I reported that NASSSA and NESPN had done the "heavy lifting" and come up with some recommendations for the consideration of the Office for Partnership, Pre-school and School Improvement. In 2017, three secondary networks received a \$50,000 grant to explore new ways of working that may inform other networks.
Lobbying for research into improving the work of teachers and leaders in disadvantaged northern suburbs schools.	Minister Close has funded a range of NASSSA projects some of which are in partnership with SASPA and University of SA, and with SASPA, DECD and the AEU.
Preparing an "evidence informed" case for Year 7 to be in SA secondary schools.	The SASPA Board adopted a formal position in February 2016 based on research. Sadly, this position has been rejected by the State Government. That said, the \$690m Building Better Schools program will address key issues of space, suitability and condition in most of our secondary schools.

#### 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 10 posts:

- 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
- 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 contributors and our resident blogger, Phil Cashen. In 2018, the SASPA blogs will focus on how some of our schools express the key characteristics of public education:

- Quality
- Equity
- Diversity and cohesion
- Collaboration and trust
- Community
- Democracy.

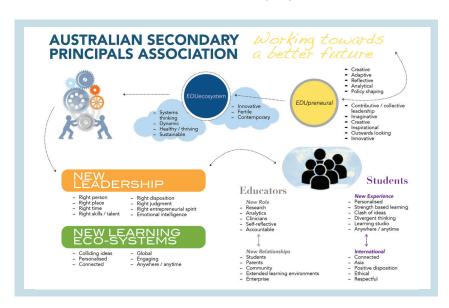
Late in 2016 a new series of SASPA blogs was launched - "Retired Principals' Reflections" - with Lynne Symons providing the first set of ruminations. During 2017 we have published reflections from Martin Rumsby, Paul Wilson, Tony Green and Susan Hyde. Phil Cashen has done a fabulous job balancing the considerable achievements of these principals alongside their insights into the challenges of educational leadership and the wisdom that comes from the lived experience of being a secondary principal.

### Part IV:

# 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 evidenced by the debate over Commonwealth funding.

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 Ceducational 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 T&D, "Unleashing Your Leadership Potential".).

Key areas of ASPA's influence in 2017 have been:

- advice and feedback to David Gonski's Review Panel to Achieve Educational Excellence in Australian Schools
- advocacy for public education
- further 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.

ASPA is now in its second decade of a ground-breaking partnership with the National Training Centre for Secondary Principals, in the East China Normal University, Shanghai.



#### ASPA's 2018 Work

At its August 2017 Board Meeting, ASPA (and its state and territory affiliates) agreed to commission Emeritus Professor Alan Reid to write a 10,000 – 15,000-word monograph that will address:

- (a) the changing environment into which young people will be moving over the next two decades;
- **(b)** the implications for the official curriculum, pedagogy, assessment, relationships, and structures of secondary schools and schooling;
- (c) the current blockages to advancing such an agenda; and
- (d) what (a), (b) and (c) mean for leadership in secondary schools, and the consequent professional development challenges.

ASPA is very excited by the prospect of this work which should be ready for release by April 2018. We see the monograph as an important contribution to the national conversation in establishing the next goals for education, post-Melbourne Declaration (2008).

#### Farewell Rob Nairn, Executive Director, ASPA (2014 – 2017)



SASPA President, Peter Mader, presents Rob Nairn with a farewell gift.

The 2017 ASPA Board met for the last time in Hobart 3rd - 4th December. It was the final meeting for Executive Director, Rob Nairn, who will be undertaking a Churchill Fellowship in 2018. ASPA's new Executive Director is Andrew Pierpoint, formerly the President, Queensland Secondary Principals' Association.

### Part V:

# SASPA's Operations

#### (i) The 2017 SASPA Board

Board Member	Site	Meetings	Attendance
Richard Abell	Seaton High School	7	7
Lyndall Bain	Banksia Park International High School	4	3
Meredith Edwards	Woodville High School		6
Bronwyn Eglinton	Banksia Park International High School	7	7
Nigel Gill	The Heights School	7	7
Kym Grant	Naracoorte High School	7	7
Jayne <b>Heath</b>	Australian Science & Mathematics School	7	7
Wendy Johnson	Glenunga International High School	7	7
Grant Keleher	Yorke Central School	7	6
Rob Knight	Playford International College	7	7
Peter Mader	SASPA	7	7
David McClay	NASSSA	4	4
Peter McKay	Paralowie R-12 School	7	7
Olivia O'Neill	Brighton Secondary School	7	7
Peter Philp	Kangaroo Island Centre for Education	5	5
Penny Tranter	Seaview High School	7	7
Neil White	Nuriootpa High School	7	7
Anita Zocchi	Adelaide High School	2	1

I would like to acknowledge the significant work of the 2017 SASPA Board. Apart from the salaried members of the Association, all other Board members undertake leade rship within their schools, Birth – Year 12 Partnerships, Secondary networks, as well as within SASPA.

The 2018 SASPA Board is very pleased to welcome the additions of Toni Carellas, Cezanne Green and Eva Kannis-Tor ry. Sadly, we said farewell during 2017 to Lyndall Bain (Education Director role), David McClay (retirement), Neil White (Education Director role) and Anita Zocchi (transition to the private education sector). At our December Board Meeting we fare-welled one of our country school representatives, Kym Grant, who will take up a metropolitan principal role at Mark Oliphant College from 2018.

The SASPA Board has governance responsibilities for the operations of the Association. A key feature of its work in 2017 included progress on the Priority Work for 2015 - 2017.

SASPA's Priority Work 2015 - 2017				
	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, 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: 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 2017, SASPA Board renewed its efforts to have the DECD People and Culture and DECD Learning Improvement Division endorse the Educating in the 21st C Paper, and to see its influence evident in shaping the expectations for secondary teachers' work. Whilst this action has not yet been finalised, we are still in discussions, and remain hopeful of it being realised during 2018.

#### (ii) 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.



The membership is trending upwards which indicates 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.

**Graph 4,** Comparison of member numbers 2013 – 2017

Currently we have 273 individual full members, 11 associates members, 36 aspiring leader members and 7 life members. This means a total membership of 327 (an increase on the 2016 result of 290).

Membership: across 92 DECD sites in total.

**Membership** in 62 **High Schools** out of 66 listed in the DECD 2017 sites and services directory. **Percentage:** 93.93%

**Membership** in 14 **R-12 Schools** out of 16 listed in the 2017 sites and services directory. **Percentage:** 87.5%

Membership in 14 Area Schools out of 48 listed in the 2017 sites and services directory. Percentage: 29% (this is using the total number of Area schools – not just schools above 200 enrolments).

\*Note that previously we have only taken into account Area Schools with enrolments above 200. Using that formula we have 14 of 20 Area schools with enrolments above 200 or 70%.

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 2017, SASPA members from 46 different schools were represented on our committees (up from 38 in 2016). Essentially this means that 50% of our member schools have direct, regular engagement through the SASPA Board and committee structures.

#### (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).

In the negotiation of its 2016 - 2020 memorandum of agreement, the SASPA Board sought a change to its funding support from DECD. Sadly, this was not supported by the Chief Executive of the day, 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. In its request for additional funds, SASPA has been seeking to achieve parity with these other states.

At a meeting on 12th April 2017 the current Chief Executive, Rick Persse, agreed to SASPA's request for additional funds. Finally, we have achieved the funding parity we have sought. Members should see this as a strong sign of support for our work from both the Chief Executive and the Minister for Education and Child Development.

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 -
Куосега	Gold	2013 -
Sentral Education	Gold	2014 -
KW Wholesale Stationers	Silver	2013 -
Cyberhound	Silver	2016 -

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 2017				
	2017	2016		
Revenue:				
DECD Grant	90,557.00 103,348.00			
DECD Collaborations	18,182.00 15,455.00			
Sponsorship	68,000.00	78,000.00		
Conferences and Seminars	186,216.00	176,289.00		
Member Subscriptions	147,659.00	150,180.00		
Interest	8,490.00	9,884.00		
Other	24,276.00	5,108.00		
	543,380.00	538,264.00		
Expenditure:				
	497,975.00	479,669.00		
Profit (before tax)	45,405.00	58,595.00		
Tax	-	10,952 (refund)		
Profit (after tax)	45,405.00	69,546.83		



**Graph 5:** Comparison of cash at hand 30th June 2014 – 2017.

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 2017 we paid \$27,000. Without this affiliation, we would lose a South Australian voice within the national education lobby. The involvement of the SASPA President at the six national Board meetings annually 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. This year, Wendy has also been the voice of secondary educational leadership on the Review Panel to Achieve Educational Excellence in Australian Schools, chaired by David Gonski, where she has served with distinction.

To all SASPA members, congratulations on the 2017 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

20th December, 2017

## **Appendices**

#### Appendix 1: Representation

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

- Australian Secondary Principals Association (ASPA) Executive
- DECD Aboriginal Employment Reference Group
- DECD People and Culture Consultative Committee
- DECD Office for Partnerships, Pre-school and School Improvement Consultative Committee
- DECD Workplace Health & Safety Peak Committee
- DECD Information Technology Working Group
- DECD Results Plus Steering Committee
- DECD Managing Significant Underperformance Reference Group
- DECD School Sport Committee
- DECD Stakeholder Funding Review Group
- DECD Selection Panels (a range of these some for projects, some for personnel)
- INTERSPECC cross sectoral secondary principals advisory group
- DECD VET in Schools Working Party
- MECS STEM Industry, Education and Community Partnerships Advisory Committee
- MECS Intersectoral Child and Youth Welfare Committee Meeting
- Parents in Education Week Planning Committee
- 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
- University of Adelaide School of Education 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. In some cases we have instigated these meetings and in other cases we have been asked for opinion on developments in DECD. 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 2017:

- Issues from individual members and situations that have emerged in their contexts
- AEU re: leaders' issues
- Submission to Review Panel to Achieve Educational Excellence in Australian Schools
- Submission to DECD Learning Improvement Division re: Curriculum, Pedagogy, Assessment and Reporting policy and procedures.
- Review of DECD Integrated Support Services
- Review of DECD Professional Learning provision
- Review of DECD Literacy (focus on teacher and leader capacity building)
- DECD Strategic Plan
- Principal queries/issues
- One Child, One Plan trials
- AEU re: Enterprise Bargaining 2018
- DECD re: Enterprise Bargaining 2018
- Impact of the Future of Work and implications for the 21st Century secondary school interview with ACER researcher, Jane Figgis
- Monthly meetings with the Minister's advisers
- Meetings with the Minister Dr Susan Close
- Meetings with the Opposition Education Spokesperson John Gardiner
- Monthly meetings with the Chief Executive Rick Persse
- External School Reviews
- DECD Data Dashboard
- DECD and SASIF Balances
- SASPA, SACE Board, DECD, Catholic Education, AISSA and SAPPA strategic discussion:
   the General Capabilities as a "through-line" from early childhood to post-secondary education.
- 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 2017. 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 2017 and the results of its operations and its cash flows for the year then ended.

Jill Hoadley CPA

JSA Accounting Pty Ltd

Dated 6th Day of September 2017

# Annual Report/2017

#### 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 2017 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 5/10/17

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

#### **GOLD** Sponsors











**SILVER Sponsors** 



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