

Annual Report: 2015



A key indicator of the success of any organization is, “Does it do what it says it does”?

This is what the SASPA Board says our Association does...

SASPA is 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).

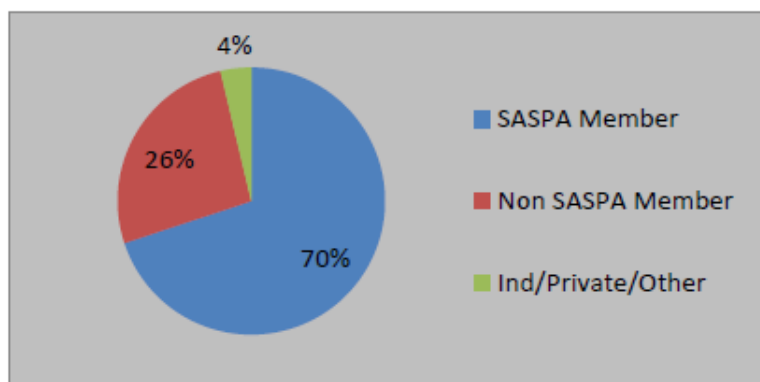
Part One:

How did we fare in 2015 against our Statement of Purpose?

(i) Further developing the capacities of principals and their executive teams.

The SASPA 2015 Professional Learning Committee, chaired by our Deputy Vice President, Jayne Heath, and supported by our Business Manager, Kym O’Loughlin, organized a highly successful annual conference, “World Class Learners: What Does it Take?”

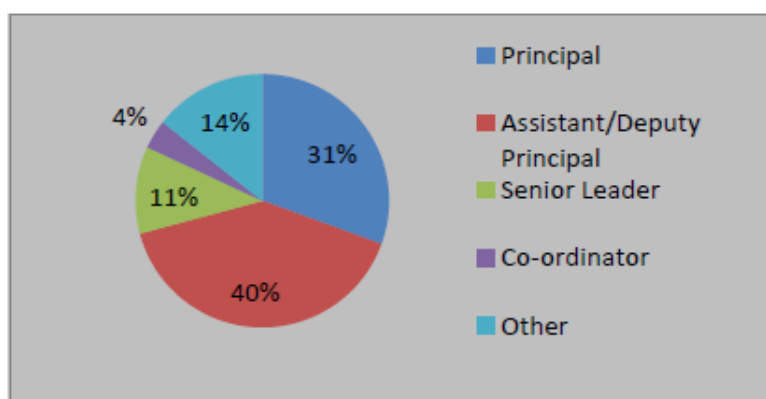
There were 216 registrations for the 31st August and 1st September conference, of which 32 were from the country and 184 were from the metro area.



Graph: 1, 2015 Conference Registrations by Membership /non-Membership

This graph indicates that the majority of registrations were from SASPA members (i.e., 70%). It is important to know that 30% of attendees were non-members and that all but 8 of these are eligible to become members.

Action: SASPA Office to make direct contact with these 57 potential members to offer membership.



Graph: 2, 2015 Conference Registrations by Leadership Role

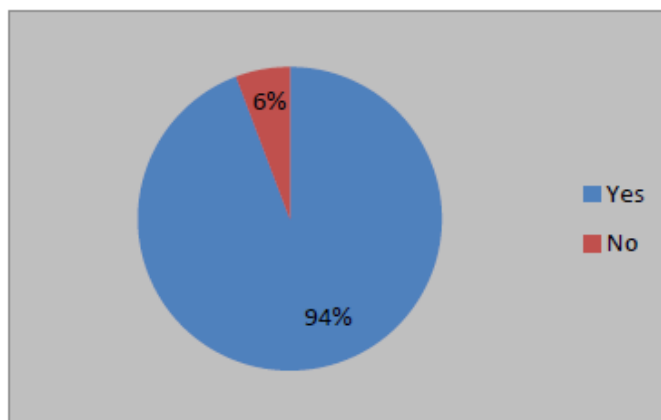
This graph indicates that the majority of registrations were outside of the principal classification. For example: 55% of registrations described themselves as either Deputy Principals, Senior Leaders or Coordinators.

Action: SASPA to offer a program for Aspiring Leaders in 2016.

Participants at our 2015 Annual Conference were surveyed. Of the total registrations, 40% completed the survey. It was very heartening to see that 100% of respondents indicate that the conference was “useful in building their professional learning”.

Three of the major differences between the 2014 conference and the 2015 conference were the inclusion of a Q&A Panel event; a deliberate expansion of the number of workshops from 10 to 20, and the use of a pre-conference and post-conference on-line platform (SABA).

A Q&A Panel, chaired by Emeritus Professor, Alan Reid, was held as the final session on Day 1. The panel comprised the Honourable Kate Ellis (MP), Senator Penny Wright, Senator Chris Ryan, the SA Minister for Education and Child Development, Susan Close, Rob Nairn (ASPA President), Lee Crockett and Professor Louise Stoll.

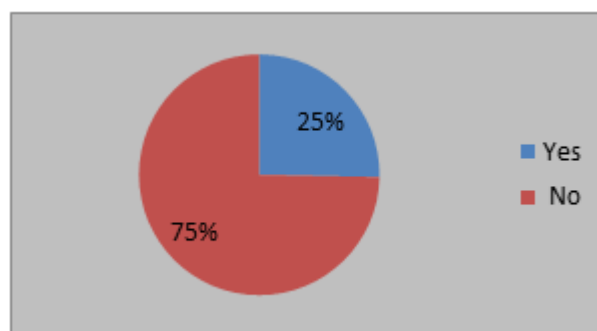


Graph 3: 94% of respondents wanting a Q&A event in 2016

2015 conference participants were asked to select 4 workshop sessions from 20 workshop options. Of the 20 workshops, 12 were offered by school-based presenters. Respondent feedback showed an average satisfaction rate of 90.66% with these school-based workshops (i.e., participants indicated that the workshop connected clearly with the conference themes and that they found it of value). Increasing our capacity to have “secondary leaders’ problematizing their change leadership experiences and practices with other secondary leaders” was a deliberate strategy for this year’s conference. Although our 2016 Conference Planning Committee is 3 months away from calling for expressions of interest, we have had 3 schools already indicate their willingness to present workshops next year (and these are from schools who did not present at either the 2014 or the 2015 conference). This indicates a growing interest across our membership in the sharing of problematized practice.

The main conference speakers, Professor Louise Stoll, Emeritus Professor Alan Reid, Professor David Giles and Lee Crockett, were all well received. Based on respondent feedback, the average satisfaction with these key-note presentations was 94% (i.e., participants indicated that the presenter connected clearly with the conference themes and that they found it of value).

Conference participants did struggle to find the time to seriously engage with the on-line interactive platform (SABA) provided.



Graph 4: Did you log-in and engage in the on-line platforms?

Graph 4 indicates that there was a low take-up of the interactive platform. The qualitative comments to this section of the survey indicated that time and confidence were the main reasons for low engagement.

Actions:

- (i) Thank Jason Loke (PAI) for his provision and support of the SABA platform.
- (ii) Persevere with trying to have conferees engage interactively 2016+ (but adopt some new approaches and supports).

On Day 2 of the conference, SASPA's paper, *Educating in the 21st Century*, was endorsed. This paper has shaped the scope and form of our 2014 – 2016 conference trilogy. The 2015 conference, "World Class Learners: What Does it Take?" was part 2 of this trilogy, following on from the 2014 "New Territory of Leading Learning: The Ungooglable" conference.

Part 3 of the SASPA conference trilogy is already well-advanced in its planning. Its title is, "Leading in the Learning Age", and it is scheduled for Thursday 18th August and Friday 19th August, 2016 at the National Wine Centre. Please save this date!

The SASPA Professional Learning Committee has set an ambitious program of work for 2016 in its quest to further develop the capacities of principals and their executive teams. In addition to the 2016 Annual Conference, the Professional Learning Committee will oversee:

- Leading SACE Improvement Conference (Friday, 12th February)
- Aspiring Leaders Program (commencing Monday 29th February)
- Doing Secondary Schooling Differently in the North (Wednesday 16th March)
- Masterclass with Professor Dean Fink (Monday 23rd May)
- Enriching Year 8 Mathematics Conference (November, date to be confirmed).

(ii) Providing 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.

In 2015 the following Committees advanced the Board's Strategic Directions work:

- Curriculum & Pedagogy
- Professional Learning
- Human Resources
- Resources.

(a) Curriculum and Pedagogy (Convener: Brenda Harris)

During 2015 – 2017 the Curriculum & Pedagogy committee's priority work is:

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 members of the 2015 Curriculum & Pedagogy Committee were:

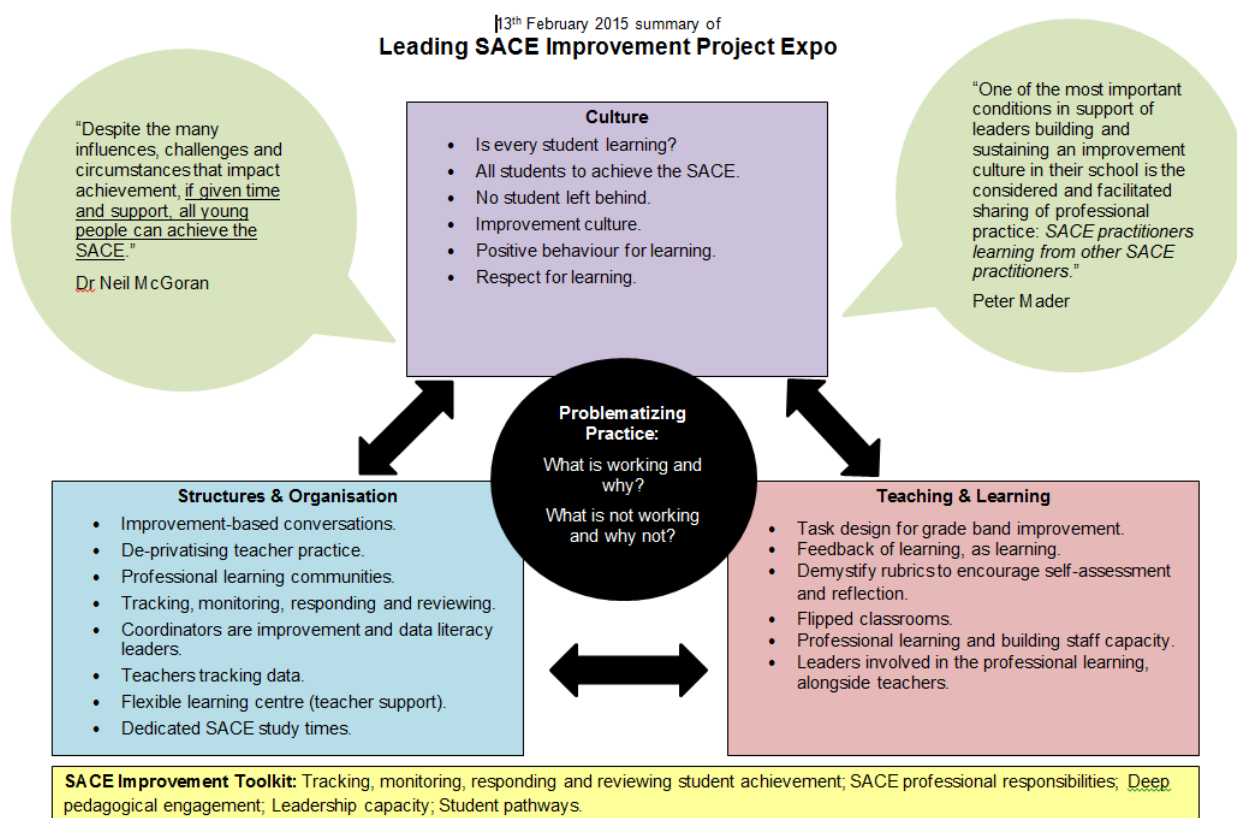
<i>Brenda Harris</i>	Unley HS	<i>Stephen Inglis</i>	Marden SC
<i>Jude Hines</i>	Marryatville HS	<i>Jenny Johns</i>	Aberfoyle Park HS
<i>Peter McKay</i>	Paralowie School	<i>Liz Mead</i>	Aberfoyle Park HS
<i>Bronte Nicholls</i>	ASMS	<i>Peter Philp</i>	KICE
<i>Jeane Schocroft</i>	Open Access	<i>Manuel Pontikinas</i>	Marryatville HS
<i>Glenys Thompson</i>	ASMS	<i>Lia Tedesco</i>	School of Languages
<i>David McClay</i>	NASSSA	<i>Jeremy Cogan</i>	GIHS
<i>Keri Fisher</i>	Thebarton SC	<i>Peter Mader</i>	SASPA

There are two joint DECD / SASPA Projects that occupy the domain of the Curriculum & Pedagogy network: *Leading SACE Improvement* and *Enriching Year 8 Mathematics*.

Leading SACE Improvement:

On 13th February 2015, SASPA hosted the Leading SACE Improvement Project (LSIP) Expo which was attended by more than 170 educators. Each of the schools in the 2014 LSIP presented on their improvements and the strategic actions they undertook.

The key understandings about change leadership and SACE improvement are summarized in the graphic organizer below.



The 2016 Leading SACE Improvement Conference is scheduled for Friday 12th February. Please save this date!

This conference will profile the work of the 12 schools in the current LSIP.

Blackwood High School

Nuriootpa High School

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

Loxton High School

Thebarton Senior College

*See Appendices for a full list of project titles.

Enriching Year 8 Maths:

The Enriching Year 8 Maths Project commenced in July 2015 and is designed to develop teachers' pedagogy knowledge and understanding of best practice in mathematics teaching and learning so that students are capable of achieving higher standards in mathematics. 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 needs to change (i.e.,

student (and parent & community) engagement, professional learning, school-wide theories of learning and assessment practice, relevance to real world activities, contexts and problems. The 12 project schools are:

Banksia Park International High School	Penola High School
Underdale High School	Glenunga International High School
Nurioopta High School	Brighton Secondary School
Blackwood High School	LeFevre High School
Henley High School	Reynella East College
Gladstone High School	Salisbury High School

Each of these schools is using action research to change practice and to better understand the effects of that changed practice.

In November 2016, SASPA will host a conference that profiles the change leadership work in each of these 12 schools.

Other Curriculum & Pedagogy work for 2015 included:

- Helping to shape the SASPA Capabilities Paper: “Let’s Make SA the Innovation State”
- Helping to shape SASPA’s feedback to the DECD redesign of the Office for Education and the Learning Improvement Division
- SACE for all (and the impact of the Australian Curriculum) – Dr Neil McGoran
- SACE Improvement – presentations by DECD’s Chris Lawrence and Andrea Gear
- Progressive Assessment Testing (PAT) – presentation by Dr Jacinta Poskey
- Problem solving emerging issues; e.g.,
 - how to teach, assess and report on Technology (AC banded across Years 7 and 8) in secondary schools
 - how to manage the VET in Schools landscape following the Department of State Development changing its funding support arrangements.

On behalf of the Association I would like to congratulate Brenda Harris and her committee for the breadth and depth of their work, and the generous spirit evident in the way they shared practice and contributed ideas during 2015.

(b) Human Resources (Convener: Richard Abell)

During 2015 – 2017 the Human Resources committee’s priority work is:

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 members of the 2015 Human Resources Committee were:

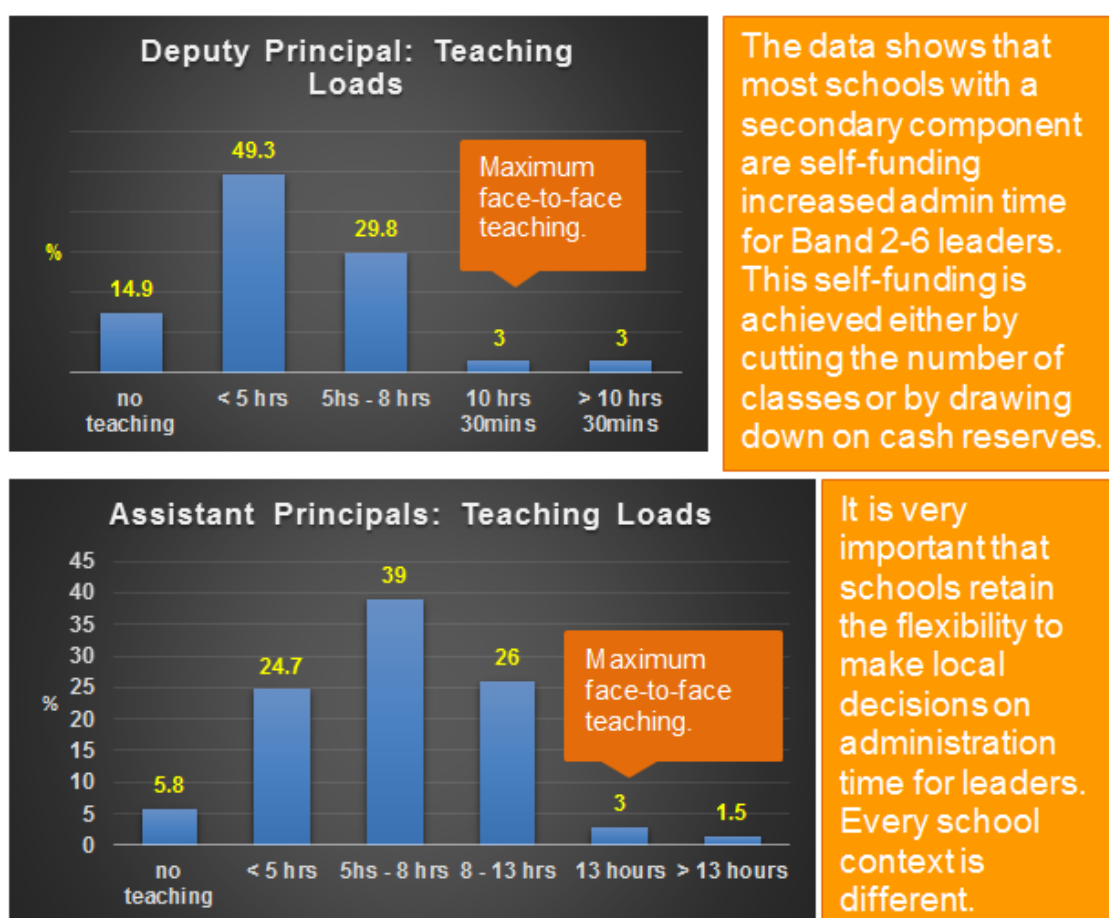
<i>Richard Abell</i>	Seaton High School	<i>Peter Mader</i>	SASPA
<i>Erika Beresford</i>	Pasadena HS	<i>Rodney Mangos</i>	Charles Campbell
<i>David Carter</i>	Norwood Morialta HS	<i>Greg Rolton</i>	Aberfoyle Park HS
<i>Steve Clark</i>	Salisbury East HS	<i>Mike Sadlier</i>	Henley HS
<i>Nigel Gill</i>	Underdale HS	<i>Tony Sims</i>	Mitcham Girls’ HS
<i>Eva Kannis-Torry</i>	Thebarton SC	<i>Anthony van Ruiten</i>	Henley HS
<i>Peter Kuss</i>	Glenunga IHS		

Key 2015 topics for this committee included:

- building a secondary perspective on leaders' workload to help shape AEU, DECD and SASSLA thinking on issues for inclusion in the 2015 Enterprise Bargaining process
- 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.

The biggest piece of work undertaken by this committee was the SASPA Leaders' Workload Survey and the subsequent report. The report was presented to Phil O'Loughlin, Executive Director; HR and Workforce Development in May 2015. Some extracts follow.

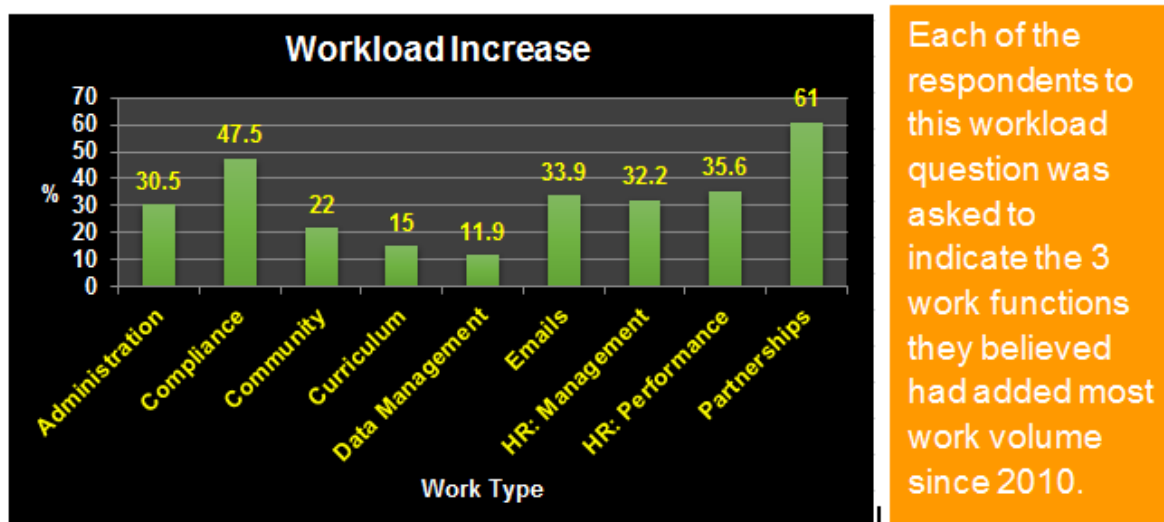


Graphs 5 & 6: The self- funding of additional time for Deputy Principals and Assistant Principals.

Recommendation 1:

What works well is when the Personnel Advisory Committee undertakes an analysis of work volume and uses its power and discretion to adjust the administration of time for Band B2 – Band B6 leaders.

It would be even better in SA, notwithstanding the PACs discretionary role, if DECD resourced schools so that leaders have realistic face-to-face contact hours in line with current work volume. To be consistent with the results of this survey, schools should be funded to have Deputy Principals undertake 5 hours of face-to-face teaching (i.e., fund the 5 ½ hours extra administration time) and Assistant Principals or Senior Leaders undertake 8 hours of face-to-face teaching (i.e., fund the 5 hours extra administration time).



Graph 7: Leaders' workload increase by work type.

Recommendation 2:

What works well in educational reform is when leaders can see a direct relationship between the new and additional work function and school improvement.

This piece of work, in particular, has influenced all parties involved in negotiating the 2015 Enterprise Agreement. Beyond this, it has been influential in the formation of a DECD Working Party charged with the responsibility of finding ways to systemically improve leaders' workload. Secondary leaders should expect to see the benefits of this work in 2016.

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)

During 2015 – 2017 the priority work of the Professional Learning Committee is:

SASPA will strengthen its concept of co-construction (or 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 2015 Professional Learning Committee were:

Jayne Heath	ASMS	Rob McLaren	Waikerie HS
Sue Burtenshaw	Findon High School	Peter Mader	SASPA
Craig Duguid	Blackwood HS	Jo Mason	PAI
Jason Loke	PAI	Fleur Roachock	Grant High School
Grant Keleher	Kadina Memorial	Penny Tranter	Seaview High School

Beyond the SASPA Conference (see the extensive report on pp1-2), the Professional Learning Committee had oversight of the Dr Ron Beghetto workshop about "Creativity in Every Classroom" (14th September). Sadly, the Beghetto event (which was held 2 weeks after the SASPA Annual Conference), failed to attract the kinds of numbers we had hoped. Dr Beghetto is a well credentialed international educator (having worked alongside of Professor Yong Zhao at University of Oregon) but, as is often said, "timing is everything".

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 2015. The success of the

“World Class Learners: What Does it Take?” conference is testimony to the high quality of their work.

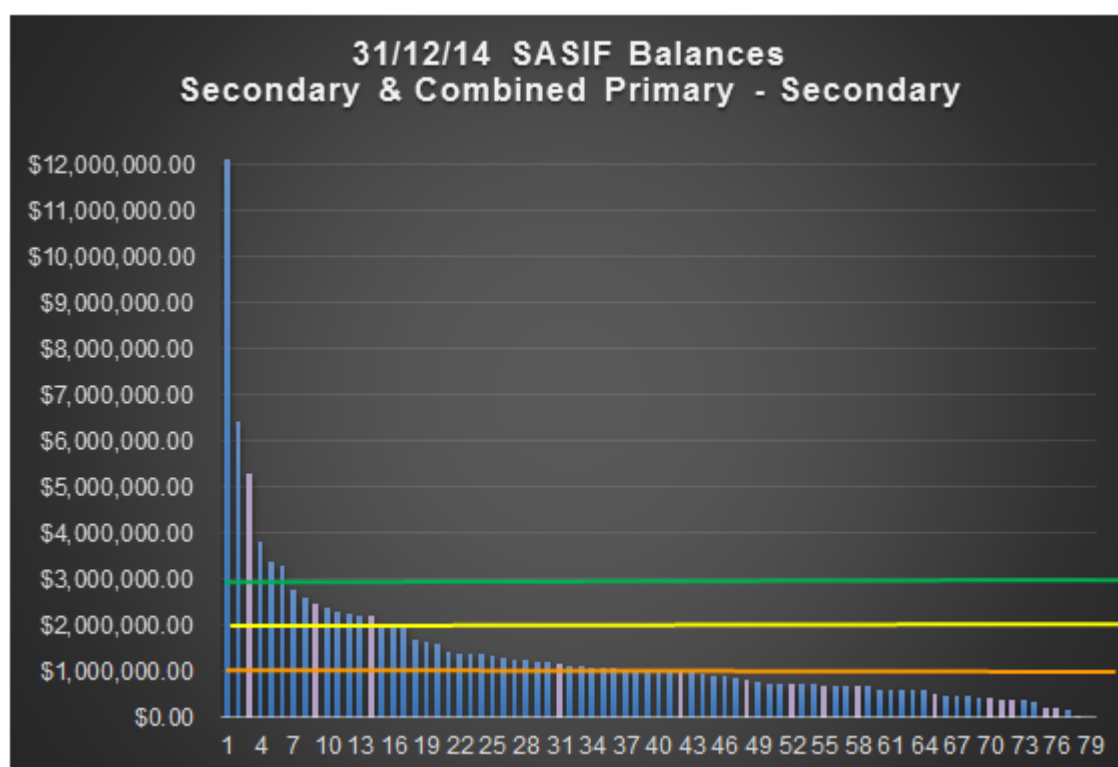
(d) **Resources** (Convener: Wendy Johnson)

The focus of this year’s Resources work was achieving funding justice for secondary schools. The activity towards this goal occurred on two strategic fronts.

Firstly, Wendy Johnson represented SASPA’s interest on the DECD School Funding Stakeholders group (chaired by Jayne Johnston). This is the group informing the Review of DECD Schools funding (which has been undertaken by Professor Stephen Lamb). This review will guide decisions about the 2017 student-centred funding model. No details about the changes can be communicated at this stage. A key feature of the work of the DECD School Funding Stakeholders group that will impact on schools in 2016 is a more efficient and effective way for Tier 2 funding to be delivered to schools by clustering smaller allocations under larger “umbrella” headings. Schools will report on this aggregated funding.

Secondly, Wendy Johnson and Peter Mader had the Board’s support to progress the SASPA Research Paper, “Achieving Equity in the Resourcing of Secondary Education in SA” in the political arena. This paper provides an overview of 10 years of SASPA’s work towards funding justice, and includes a range of ideas and solutions designed to achieve this end.

The graph below is an extract from the paper and was presented as a means of challenging the perspective of Government (and, therefore, of the DECD bureaucracy) that “the money is in schools”.



Graph 8: Un-reconciled 31st December 2014 SASIF Balances (Secondary and Combined Primary-Secondary)

As at 31st December 2014 there was \$94,159,311 in our 64 secondary schools and \$17,209,340 in our 15 combined primary and secondary schools. This provides a macro read of \$111,368,651 spread across 79 schools which suggests \$1.4 million on-average per school.

Question: What happens when DECD Corporate applies a “one size fits all” approach to shifting the cost of under-funded liabilities (e.g., cleaning, reductions to TRT supplementation, learner management systems, increased electricity, water and phone charges etc.) to all schools?

Answer: Not all schools have the capacity to absorb these under-funded liabilities. For example, those secondary leaders with less than \$1 million in their SASIF account are caught “between a rock and a hard place”. In order to maintain a reasonable operating account, the leaders of these schools are having to under-fund teaching and learning because, as we all know, the easiest way to create savings in a school is to under-expend on human resources (i.e., teacher and SSO time). It is ironic that such actions are being forced upon some very good and capable school leaders at a time when all of DECD is striving for improved learner achievement outcomes.

Our Resources lobby met with the Minister, the Chief Executive, the Deputy Chief Executive and the Chief Financial Officer on 21st August with two broad aims:

- funding sufficiency for all schools with secondary enrolments
- addressing the SASIF imbalances.

Action: The Chief Executive has agreed to convene a Think Tank in February 2016 to find some options to address the issues outlined in the SASPA Resources paper.

On behalf of the Association I congratulate Wendy Johnson for the enormous effort she has put into the Resources portfolio over the past 10 years. Wendy has used her considerable expertise and political acumen to help SASPA find navigable and productive ways forward.

At its 30th October Board meeting we made the decision to shift the Resources portfolio to an executive group consisting of Peter Mader (president), Wendy Johnson (vice president) and Rob Knight. This provides an opportunity for SASPA Board to refocus its 4th Strategic Direction to an area of emerging need; i.e., improving the conditions for student, staff and leaders’ Well-Being. At a time when there is significant systemic change (e.g., the implementation of the Integrated Student Support model and the development of One Plan) alongside emerging school based needs (e.g., ways of quality assuring well-being programs for students and attending to our own well-being and that of our respective staff), SASPA Board has acted in a well-planned and timely manner.

Action: The SASPA Board invites Lyndall Bain to convene the Well-Being strategic direction group for 2016 - 2017.

During 2016 – 2017 a priority piece of work for the newly constituted Well-Being Committee will include:

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.

Good Practice Blog

When I first started in the role of president, 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.

A new feature of SASPA’s 2015 work has been the establishment of a “good practice blog”. I wish to thank our “early adopters” - Seaton High School, Wirreanda Secondary School, Woodville High School, Kadina Memorial School and Renmark High School– and our resident blogger, Phil Cashen, who has done so well in capturing the essential facets of these innovative programs.

Forums

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

- Partnership Performance Reviews (17th March)

- External Review Forum (18th May)
- Australian Curriculum: Year 7 & 8 Technology curriculum bands (13th November).

These forums were well attended (30 – 50 leaders) and provided much needed, and timely, opportunities for the experience and practice of secondary leaders to be shared.

SASPA's forums are organic, growing out of member interest in wanting to know more about particular DECD or ACARA initiatives or wanting to learn from others whose work has been undertaken in advance of their own. In 2016, SASPA anticipates that there will be interest in a range of Forums focusing on student well-being needs (including the DECD One Plan concept and the impact of the National Disability Scheme) alongside leaders' own well-being needs (and the best strategies for addressing these). I can also fore-see the need for a student-centred funding model forum, once we have more detail on the outcome of Professor Lamb's research into DECD's funding of schools.

(iii) Enhancing the profession (and enhancing the system in which we work).

In addition to the professional learning and strategic directions work undertaken by SASPA in 2015, 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" was designed to create a shift away from being seen as passive recipients of policy, to becoming part of the generative work of developing policy, procedure and practice.

Summary of advocacy work for 2015	
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.
<i>Making SA the Innovation State</i> 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 subject achievement (and assessed capabilities)	Every indication is that the Minister is keen to proceed in this direction (and this is supported by the Office for Education).
Surfacing leaders' workload issues and lobbying for these to be addressed.	Expect to see something positive in the 2015 Enterprise Agreement. Also there will be some positive outcomes from DECD Leaders' Workload Working Party.
Illustrating the funding inequity issue in secondary schools and lobbying for solutions to be found.	The CE will form a Think Tank in February 2016 as a response.
Advice on how Partnerships could be improved for secondary leaders.	David O'Brien's research on Partnerships (2014-2015) has not yet been shared but we should be hopeful that our concerns have been listened to.
Lobbying for research into disadvantaged schooling (alongside the closure of Holden and the collapse of SA's manufacturing industry)	Minister Close has funded a SASPA, Flinders University and University of SA research project.

Focus	Influence
Providing feedback to DECD regarding the Corporate Services Redesign	We should be hopeful that we see some of our ideas evident in the way Corporate Services works with site leaders in an “outward facing” model.
Preparing an “evidence informed” case for Year 7 to be in SA secondary schools.	This work is still evolving but we are hopeful of getting traction and support through 2016.

In 2015 we have continued to strengthen SASPA as a key contributor to SA public education. The SASPA President, Peter Mader, is one of the members on the Minister’s recently formed Public Education Advisory Committee.

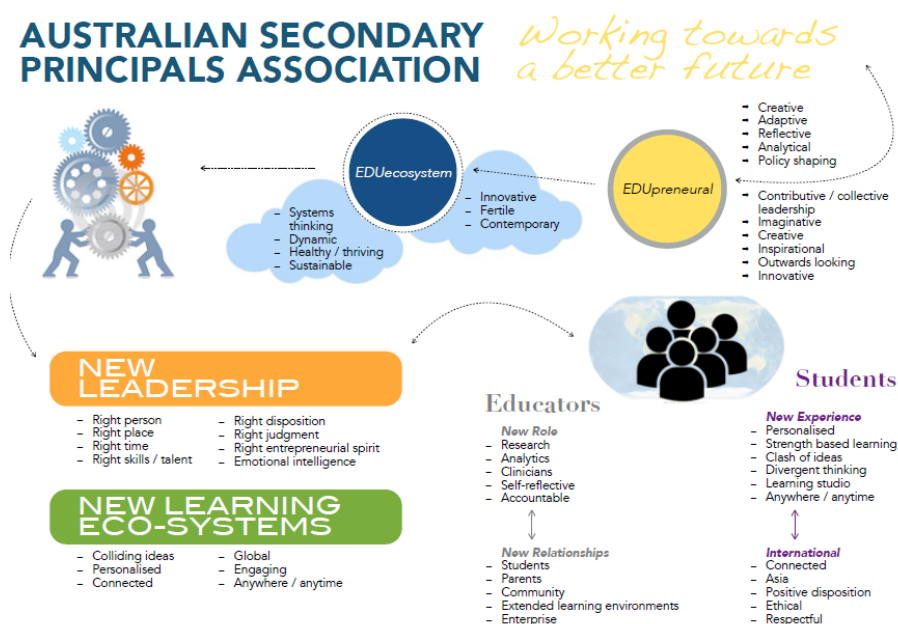
SASPA members have contributed to a range of committees and working parties both locally and within DECD centrally. Our opinion is sought by media and throughout the department.

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 particular importance in 2015 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.

Part Two: 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”.

This model goes well beyond the AITSL professional standards in its assertion that the 21st C educational leader is “edupreneurial”.

ASPA has awarded SASPA the rights to be the first state to trial the program (which will underpin our 2016 Aspiring Leaders T&D).

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

- the role of leaders in school improvement
- public education advocacy
- local leadership and school autonomy
- response to TEMAG recommendations
- response to Federation white paper
- shaping the Commonwealth's approach to VET in schools
- Australian Curriculum development
- Federal/state education policy interplay
- improved Board governance.

Part Three: SASPA's Operations

(i) The SASPA Board

Board Member	Workplace	Meetings	Attendance
<i>Richard Abell</i>	Seaton HS	7	6
<i>Steve Clark</i>	Salisbury East HS	7	5
<i>Sue George-Duif</i>	Charles Campbell School	7	5
<i>Nigel Gill</i>	Underdale HS	5	4
<i>Cezanne Green</i>	Seaford 6-12	7	3
<i>Tony Green</i>	Port Lincoln HS / Willunga HS	7	6
<i>Brenda Harris</i>	Unley HS	7	7
<i>Jayne Heath</i>	ASMS	7	6
<i>Wendy Johnson</i>	Glenunga IHS	7	7
<i>Grant Keleher</i>	Kadina Memorial	6	4
<i>Rob Knight</i>	FECHS	7	6
<i>*Tony Lunniss</i>	Wirreanda	4	3
<i>Peter Mader</i>	SASPA Office	7	7
<i>Penny Tranter</i>	Seaview HS	7	6
<i>**Nanette van Ruiten</i>	Parafield Gardens HS	4	2
<i>Neil White</i>	Nuriootpa HS	6	5
<i>Anita Zocchi</i>	Adelaide HS	7	7

*Tony Lunniss accepted the position of DECD Director Review, Improvement & Accountability and resigned from the Board in July, 2015.

** Nanette van Ruiten accepted the position of DECD Education Director and resigned from the Board in July, 2015.

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

SASPA's Priority Work		
	Spheres of Influence	The Influence We Seek...
<i>Priority 1</i>	Curriculum and Pedagogy	<p>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.</p> <p>SASPA will work to ensure that the capacities of leaders to improve student learning outcomes are supported through a system-adopted Learner Management System.</p>
<i>Priority 2</i>	Year 7 into Secondary Schools	<p>SASPA will use evidence to establish our position in relation to a Year 7 move to secondary.</p> <p>SASPA will become an advocate to lobby for the implementation of the established position.</p>
<i>Priority 3</i>	Professional Learning	<p>SASPA will strengthen its concept of co-construction (or 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).</p>
<i>Priority 4</i>	Human Resources	<p>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.</p> <p>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.</p>
<i>Priority 5</i>	Support Services	<p>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.</p>

During 2015, the SASPA Board finalized its *Educating for the 21st C* paper. In June, the paper was sent to the Governing Council chairperson of all DECD schools with a secondary enrolment. This was undertaken to encourage conversations between school community representatives and school leaders about how the nature of learning in our schools is changing to reflect the rapidly changing 21st C world in which we find ourselves.

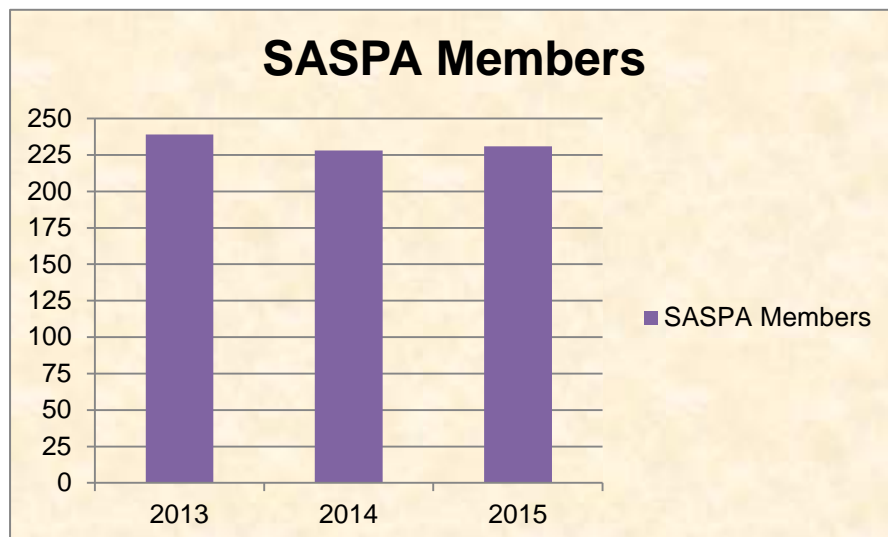
On 1st September, the *Educating for the 21st C* paper was put to the attendees at our 2015 conference, "World Class Learners: What Does it Take?" and was endorsed.

Action: In 2016, SASPA Board will renew its efforts to have the DECD Office for Education endorse the Paper, and to see its influence evident in the Secondary Directorate.

(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.

We have 230 individual members, 4 organisational members, 3 associates and 7 life members.



The membership trend is stable. Our goal is to increase membership by 10% which would take us over the 250 mark. We hope to achieve this by launching a core and personalised 2016 program for aspiring leaders, "*Unleashing Your Leadership Potential*". This will help to bring younger leaders into the Association, and prepare them for the role of principal.

Graph 9: Comparison of member numbers 2013 – 2015.

We have membership in:

- 93% (60/64) of secondary schools
- 78% (11/14) of R-12 schools
- 67% (12/18) of Area schools (with secondary enrolments over 100).

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 target newly appointed leaders and seek to attract membership from those few schools where we don't have members.

In 2015, SASPA members from 36 different schools were represented on our committees.

(iii) Finances

SASPA is very appreciative of the \$86,128 annual grant provided by DECD. This grant partially funds the full-time work of the President (the remainder being funded by members).

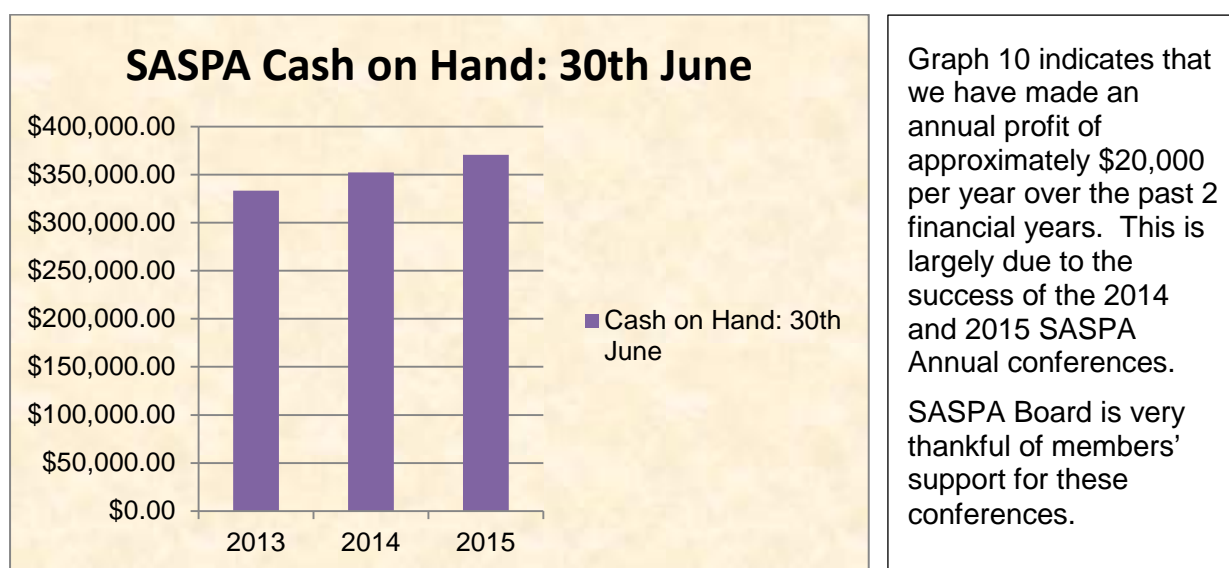
SASPA Board is seeking a change to its funding support through the negotiation of the 2016 – 2018 contract with the Minister. (The Memorandum of Agreement is with the Minister but the DECD provides the funds.)

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.

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.

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.

<i>Business Partners</i>	<i>Package</i>	<i>Partnership Years</i>
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 -



Graph 10: Comparison of cash at hand 30th June 2013 – 2015.

2015 Conference Profit / Loss Statement	
<i>Income</i>	\$140,426.94
<i>Expenditure</i>	\$100,745.37
<i>Profit</i>	\$39,681.57

The complete Balance Sheet, which documents all revenue and expenditure, is included in the appendices to this report.

However, 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 2015 we paid \$22,936.00. 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 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 wise advice has made him a fine addition to the Board.

To all SASPA members, congratulations on the 2015 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 the Association's work during this year.

A handwritten signature in black ink, appearing to read 'Peter Mader', with a stylized flourish at the end.

Peter Mader

President

16th November, 2015

Appendices

Appendix 1:

Representation

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

- AITSL Evaluation of Profiles Group
- Australian Secondary Principals Association (ASPA) Executive
- Coalition of Principals' Associations; South Australia
- DECD Aboriginal Employment Reference Group
- DECD Assessment & Reporting of A-E in Australian Curriculum Working Group
- DECD "Building a High Performing System" Association Presidents Reference Group
- DECD Change Teams **
- DECD Governance Reference Committee
- DECD Human Resources Consultative Committee
- DECD Information Technology Working Group**
- DECD Results Plus Steering Committee
- DECD Literacy Expert Working Group
- DECD Managing Significant Underperformance Reference Group
- DECD advice to Ministerial Council
- DECD Numeracy Expert Working Group
- DECD Senior Secondary Reference Committee
- DECD Stakeholder Funding Review Group
- Flinders University Review of Post-graduate School of Education courses
- INTERSPECC - cross sector secondary principals advisory group
- Intersectoral Child Protection Reference Group
- Parents in Education Week Planning Committee
- SACE Accreditation, Recognition and Certification Committee **
- SACE Special Provisions Advisory Committee
- SACE Principals Partnership Strategy Group
- SACE Board **
- UniSA School of Education Advisory Group
- UniSA Professional Experience Advisory Group
- Public Education Advisory Committee (SASPA president in own right).

(** SASPA members serve on these committees NOT as representatives of SASPA but in their own right as DECD principals. SASPA, however, has encouraged leaders to consider such membership and has active connections with these representatives.)

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 2015:

- AEU re leaders' issues
- AITSL consultation
- Commonwealth Government's School Autonomy Forum
- Integrated Support Services
- Principal queries/issues
- One Child, One Plan in DECD
- Enterprise Bargaining Agreement
- Impact of the Federal Budget on SA - interview with state researchers
- Regular meetings with the Minister's advisers
- Meetings with the Minister
- Meetings with Chief Executive – Tony Harrison
- Meetings with the Chief Education Officer - Jayne Johnston
- Independent Public Schools in SA
- Instrumental Music Teacher Review
- TfEL in secondary schools
- School Reviews
- Public Education Coalition
- Issues from Individual members and situations that have emerged in their contexts
- SASIF Balances
- VET into the future.

Appendix 3:

2015 – 2016 Leading SACE Improvement

School	Focus
Blackwood High School	Increasing SACE completion and achievement through intellectual stretch, data analysis, professional learning and responsibilities, and effective interventions
Edward John Eyre High School	Well-being for learning to achieve SACE outcomes (to be confirmed)
Gawler and District College B-12	Building SACE leadership capacity through effective tracking, monitoring, interventions and professional learning
Golden Grove High School	Improving achievement in Science and Maths through effective pedagogy
Hallett Cove School	Improvement in SACE literacy, numeracy, pedagogy, task design and intellectual stretch
Loxton High School	Further SACE improvement through data analysis, planning, literacy, numeracy, expert teachers and well-being
Nuriootpa High School	Higher SACE completion, achievement and retention through tracking, interventions, intellectual stretch and teacher mentors
Ocean View P-12 College	SACE improvement through supported learning and pathways
Paralowie R-12 School	Further improving SACE completions and achievement through effective interventions and intellectual stretch
Salisbury High School	SACE success in Mathematics and Numeracy and the whole school approach
Streaky Bay Area School	Improving SACE using learning design, pedagogy, data analysis, pathways and professional learning
Thebarton Senior College	Improving SACE achievement through first task review, effective interventions and integration of programs

Deliverables for the *Leading SACE Improvement Project* sites were to:

1. Plan, advertise and host a minimum of two observation visits to their sites for SACE leaders and teachers in DECD schools (SACE improvement in action).
2. Review, refine and annotate a range of resources that illustrate effective learning design and SACE improvement practices.
3. Establish communities of practice (face-to-face or virtual) focussed on Leading SACE Improvement.
4. Present a state-wide professional learning opportunity (e.g. at a state conference).
5. Provide a Leaders' Narrative (the Leader's role in SACE Improvement).
6. Participate in a Leaders' Conference in February 2016.

SOUTH AUSTRALIAN SECONDARY PRINCIPALS' ASSOCIATION INC.

Financial Statements

For the Year ended 30 June 2015

South Australian Secondary Principals Association Inc

Annual Report for the Year Ended 30 June 2015

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South Australian Secondary Principals Association Inc
Income and Expenditure Statement
For the Year ended 30 June 2015

	2015 \$	2014 \$
Revenue		
DECD Income		
DECD Grant Income	86,128.00	83,961.00
DECD Program Income	11,212.11	20,909.09
SPALL Income		
SPALL Program Income	-	30,916.37
Sponsorship Income	75,909.10	58,409.09
Conferences & Seminar Income	102,858.41	63,280.82
Member Subscriptions	138,785.50	138,417.27
Interest Received		
- Association Trading	2,010.83	2,937.84
- Term Investment Account	7,226.42	8,655.25
Coalition Reimbursements	-	22,769.07
Other Association Reimbursements	3,261.90	2,135.46
Other Income	280.79	145.45
	<u>427,683.06</u>	<u>432,536.71</u>
Expenditure		
Accountancy Fees		
Accounting	2,887.73	2,054.55
Audit	1,836.36	2,045.45
Accounting Software	-	1,763.37
Affiliation Fees	22,344.00	20,850.91
ASPA Delegation Expenses	3,722.90	3,742.31
Bank Charges	10.00	15.00
Conference Expenses	74,976.84	25,915.13
Committee Expenses	200,305.14	187,717.38
Depreciation - Office Furniture & Equipment	1,753.00	1,779.45
Depreciation - Pooled Assets		
- General Pool	1,617.00	198.00
Fines	-	56.80
Insurance	3,629.85	3,504.91
Interest Paid		
- Visa Card	61.92	29.93
Magazines, Journals & Periodicals	175.00	158.18
Marketing and Publicity	2,880.00	4,000.00
Meeting Expenses	9,947.39	11,647.88
Printing & Stationery & Postage	7,415.96	7,083.67
Repairs & Maintenance	1,227.24	-
SACE Imp Project Expenses	-	163.54
Sundry Expenses	6,253.66	4,248.92
Superannuation Contributions	6,269.90	6,110.00
Telephone & Internet	1,864.50	1,915.12
Unisa Contribution	-	1,000.00
Wages	66,753.05	65,988.00
Workcover	588.59	605.17
	<u>415,488.03</u>	<u>352,693.67</u>
Profit before Income Tax	<u>12,195.03</u>	<u>79,843.04</u>

The accompanying notes form part of these audited financial statements.

South Australian Secondary Principals Association Inc
Balance Sheet
As at 30 June 2015

	Note	2015 \$	2014 \$
Current Assets			
Cash and Cash Equivalents	4	370,674.10	322,050.70
Trade and Other Receivables	5	11,680.00	-
Current Tax Assets	6	-	7,142.40
Other		<u>8,357.31</u>	<u>-</u>
Total Current Assets		<u>390,711.41</u>	<u>329,193.10</u>
Non-Current Assets			
Property, Plant and Equipment	7	<u>8,034.00</u>	<u>1,122.00</u>
Total Non-Current Assets		<u>8,034.00</u>	<u>1,122.00</u>
Total Assets		<u>398,745.41</u>	<u>330,315.10</u>
Current Liabilities			
Trade and Other Payables	8	4,156.05	8,595.30
Short-Term Financial Liabilities	9	4,549.07	5,521.28
Provisions	10	<u>64,677.04</u>	<u>3,030.30</u>
Total Current Liabilities		<u>73,382.16</u>	<u>17,146.88</u>
Total Liabilities		<u>73,382.16</u>	<u>17,146.88</u>
Net Assets		<u>325,363.25</u>	<u>313,168.22</u>
Equity			
Retained Profits		325,363.25	313,168.22
Total Equity		<u>325,363.25</u>	<u>313,168.22</u>

The accompanying notes form part of these audited financial statements.

South Australian Secondary Principals Association Inc
Notes to the Financial Statements
For the Year ended 30 June 2015

1. Summary of Significant Accounting Policies

(a) Basis of Preparation

The financial statements are special purpose financial statements prepared in order to satisfy the financial reporting requirements of the Associations Incorporation Act (SA) . The committee has determined that the association is not a reporting entity.

The financial statements have been prepared on an accruals basis and are based on historic costs and do not take into account changing money values or, except where specifically stated, current valuations of non-current assets.

The following material accounting policies, which are consistent with the previous period unless otherwise stated, have been adopted in the preparation of the financial statements.

(b) Cash and Cash Equivalents

Cash and cash equivalents include cash on hand, deposits held at call with banks, other short term highly liquid investments with original maturities of three months or less.

(c) Provisions

Provisions are recognised when the association has a legal or constructive obligation, as a result of past events, for which it is probable that an outflow of economic benefits will result and that outflow can be reliably measured.

(d) Employee Benefits

Provision is made for the association's liability for employee benefits arising from services rendered by employees to the end of the reporting period. Employee benefits have been measured at the amounts expected to be paid when the liability is settled, plus related on-costs.

(e) Property, Plant and Equipment

Property, plant and equipment are carried at cost, independent or committees' valuation. All assets excluding freehold land, are depreciated over their useful lives to the association.

Leasehold improvements and office equipment are carried at cost less, where applicable, any accumulated depreciation.

(f) Revenue and Other Income

Revenue is recognised when the amount of the revenue can be measured reliably, it is probable that economic benefits associated with the transaction will flow to the entity and specific criteria relating to the type of revenue as noted below, has been satisfied.

Revenue is measured at the fair value of the consideration received or receivable and is presented net of returns, discounts and rebates.

All revenue is stated net of the amount of goods and services tax (GST).

Sale of Goods

Revenue is recognised on transfer of goods to the customer as this is deemed to be the point in time when risks and rewards are transferred and there is no longer any ownership or effective control over the goods.

Interest Revenue

Interest is recognised using the effective interest method.

These notes form part of the audited financial statements.

South Australian Secondary Principals Association Inc
Notes to the Financial Statements
For the Year ended 30 June 2015

Rendering of Services

Revenue in relation to rendering of services is recognised depends on whether the outcome of the services can be measured reliably. If this is the case then the stage of completion of the services is used to determine the appropriate level of revenue to be recognised in the period.

If the outcome cannot be reliably measured then revenue is recognised to the extent of expenses recognised that are recoverable.

Subscriptions

Revenue from the provision of membership subscriptions is recognised on a straight line basis over the financial year.

(g) **Goods and Services Tax (GST)**

Revenues, expenses and assets are recognised net of the amount of GST, except where the amount of GST incurred is not recoverable from the Australian Taxation Office (ATO). In these circumstances, the GST is recognised as part of the cost of acquisition of the asset or as part of an item of the expense.

Receivables and payables are stated inclusive of the amount of GST receivable or payable. The net amount of GST recoverable from, or payable to, the ATO is included with other receivables or payables in the statement of financial position.

South Australian Secondary Principals Association Inc
Notes to the Financial Statements
For the Year ended 30 June 2015

	2015	2014
	\$	\$
2. Profit		
Expenses		
Employee Benefits Expense	73,022.95	72,261.54
Depreciation and Amortisation Expenses	3,370.00	1,977.45
ASPA Delegation Expenses	3,722.90	3,742.31
Bank Charges	10.00	15.00
Insurance	3,629.85	3,504.91
Printing & Stationery & Postage	7,415.96	7,083.67
Repairs & Maintenance	1,227.24	-
Telephone & Internet	1,864.50	1,915.12
Other Expenses	<u>221,172.71</u>	<u>282,083.74</u>
	<u>415,438.11</u>	<u>352,563.74</u>
3. Profit for the Year		
Profit before income tax expense from continuing operations includes the following specific expenses:		
Charging as Expense		
Cost of Goods Sold	51.92	29.93
Finance Costs	51.92	29.93
Movements in Provisions		
Depreciation		
- Rental Property	51.92	29.93
- Office Furniture and Equipment	<u>1,753.00</u>	<u>1,779.45</u>
	<u>1,804.92</u>	<u>1,809.38</u>
Net Expenses Resulting from Movement in Provisions	<u>1,804.92</u>	<u>1,809.38</u>
4. Cash and Cash Equivalents		
Association AC 00711010	148,154.80	136,757.82
Fixed Term Investment AC 108080154	<u>222,519.30</u>	<u>185,292.88</u>
	<u>370,674.10</u>	<u>322,050.70</u>
Reconciliation of Cash		
Cash and Cash Equivalents	370,674.10	322,050.70
Bank Overdrafts	<u>(883.07)</u>	<u>(1,731.28)</u>
	<u>369,791.03</u>	<u>320,319.42</u>
5. Trade and Other Receivables		
Current		
Trade Debtors	11,680.00	-
	<u>11,680.00</u>	<u>-</u>
Total Trade and Other Receivables	<u>11,680.00</u>	<u>-</u>

These notes form part of the audited financial statements.

South Australian Secondary Principals Association Inc
Notes to the Financial Statements
For the Year ended 30 June 2015

	2015 \$	2014 \$
6. Tax		
Current Assets		
Current Tax Liability	-	7,142.40
	-	7,142.40
Net Tax Assets	-	(7,142.40)
7. Property, Plant and Equipment		
Plant and Equipment		
Office Furniture & Equipment	3,532.45	1,779.45
Less Accumulated Depreciation & Impairment	3,532.45	1,779.45
General Pool	8,034.00	1,122.00
	8,034.00	1,122.00
Total Plant and Equipment	8,034.00	1,122.00
Total Property, Plant and Equipment	8,034.00	1,122.00
8. Trade and Other Payables		
Current		
Super Payable	1,689.48	1,645.00
Provision for GST	2,466.57	6,950.30
	4,156.05	8,595.30
Total Trade and Other Payables	4,156.05	8,595.30
9. Financial Liabilities		
Current		
Bank Overdraft	683.07	1,731.28
PAYG Withholding Payable	3,866.00	3,790.00
	4,549.07	5,521.28
Total Financial Liabilities	4,549.07	5,521.28
10. Provisions		
Current		
Conference in Advance	63,767.95	-
Income in Advance (SACE)	909.08	3,030.30
	64,677.04	3,030.30

These notes form part of the audited financial statements.

South Australian Secondary Principals Association Inc
Fixed Asset and Depreciation Schedule
For the Year Ended 30 June 2015

Asset	Photo Use	Cost Price	Cost Limit	Closing W.D.V 01/07/2014	Additions Disposals	Gain/Loss on Disposal	Capital Gains	--- Depreciation --- Rate \$	Accum Deprec 30/06/2015	Closing W.D.V 30/06/2015
OFFICE FURNITURE & EQUIPMENT										
Laser Printer		1,269						Write-Off	0	0
Second Hand HP Desktop		510						Write-Off	0	0
President Chair					708			Write-Off	708	0
Projector					900			Write-Off	900	0
Whiteboard for Pres Office					145			Write-Off	145	0
Sub-total		1,779			1,753				1,753	0
General Pool (S15)										
General Pool		1,320		1,122	8,529			30.0% DV	1,517	8,034
Total		3,099		1,122	10,282				3,370	8,034

Statement of Financial Position

- 8 -

**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 2015. 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 the 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 with 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 of 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 not existed, the financial report presents fairly in accordance with the accounting policies stated in Note 1 to the financial statements the financial position of South Australian Secondary Principals Association Inc as at 30th June 2015 and the results of its operations and its cash flows for the year then ended.



Jill Hoadley CPA
JSA Accounting Pty Ltd

Dated this 29 day of October 2015

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 2015 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: *Lynn O'Loughlin (Business Manager)*

Dated *12/11/15*