



SA Secondary  
Principals'  
Association Inc

# ANNUAL REPORT 2018



Incorporated Number: A9416

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# Introduction

*The South Australian Secondary Principals' Association (SASPA) is an incorporated body with a membership of 289 leaders of secondary education in the public system.*

*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, locally.*

*This Annual Report represents an account of the activities of SASPA from 1st January to 31st December 2018, 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 2018 Annual Report for the South Australian Secondary Principals' Association (SASPA).*

It is a privilege to report on the work undertaken by SASPA in 2018.

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

I take this opportunity to highlight six of the Association's key achievements:

- (i) In March 2018 the Marshall Liberal Government was elected. Its education platform included a commitment to move Year 7 students from primary to secondary. The SASPA Board's Position Statement (adopted in February 2016) has been widely acknowledged as a key influence in shaping Liberal Party policy. The Marshall Government has announced that by January 2022 all Year 7 students in South Australia will be learning in a secondary context.
- (ii) In August 2018 our peak body, ASPA, launched its monograph, *"Beyond Certainty: A Process for Thinking About Australia's Education Future"*. The monograph has a strong SA connection. Authored by South Australia's Professor Alan Reid AM and edited by the SASPA President, the ASPA monograph raises the profession's voice about key aspects of educational policy including:
  - the purposes of schooling
  - a contemporary "world class" curriculum
  - a process for educators to navigate the future
  - a contemporary framework for teaching and learning.Importantly, the ASPA monograph makes the case for resisting the Global Education Reform Movement's (GERM) obsession with standardised testing and in making international, national and local comparisons.
- (iii) In June 2018 SASPA formed a 10 school network in partnership with Yong Zhao (Foundation Distinguished Professor in the School of Education at the University of Kansas) to develop students to think and act like entrepreneurs – resourceful, flexible, creative and global.
- (iv) In 2018 we had 36 graduates of the *"Unleashing Your Leadership Potential"* program for aspiring leaders. This means that we have graduated 113 leaders over the three year period, 2016 – 2018.
- (v) The production and distribution of six short films profiling public education.
- (vi) All key data sets used to track SASPA's performance – members, program participation, professional learning registrations, strategic directions committee engagement, e-Bulletin readership and finances – continue to trend 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 2018. These tremendous results would not have been possible without the considerable efforts of the 2018 Board and the various Strategic Directions Committee members. I congratulate them for their dedication, commitment and wisdom.

# SASPA: A year on a page



## 2018 Overview

The South Australian Secondary Principals' Association (SASPA) advocates for public education by:

- Building the capacity of principals, deputy principals and assistant principals
- Facilitating networks for secondary educational practice to be shared and celebrated
- Enhancing the profession (and the education system in which the profession works).

## Building Leadership Capacity

289

**FULL MEMBERS**  
6% Increase

80

**ASPIRING LEADER MEMBERS**  
30% Increase

40

**SASPA EVENTS**  
in total reaching  
716 participants

21

**PROFESSIONAL DEVELOPMENT EVENTS**  
for 619 participants

236

**ATTENDEES**  
from 67 schools to  
the 2018 SASPA  
Annual  
Conference

113

**GRADUATES OF UYLP PROGRAM 2016 - 2018**  
36 graduates of  
the Unleashing  
Your Leadership  
program in 2018.



## Providing Networks for Sharing Educational Practice

19

**Strategic Direction Group Meetings**

Involving 97 members from  
49 member schools.

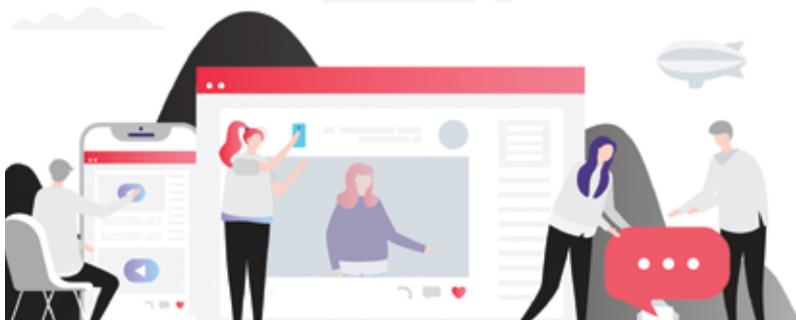
2

**Creation of New Networks**

**Maths Leaders' Network**  
96 participants from  
48 schools

**Entrepreneurial Schools Network with Yong Zhao**

110 participants from  
10 schools.





## Enhancing the Profession (and the Education System)

- Successful lobby to SA Government for Year 7 to be the first year of secondary schooling.
- Distribution of ASPA Monograph - Beyond Certainty: A process for thinking about futures for Australian Education.
- Continued advocacy for a contemporary world class pedagogy in secondary education contexts.
- Lobby to all signatories of the 2019 Enterprise Agreement - AEU, Department for Education, SASSLA and SA Government for a solution to the various school leadership pipeline issues and to improving the quality of teaching through the creation of a 1 hour/week dedicated time for teacher collaboration for professional growth.

## Advocating for Public Education

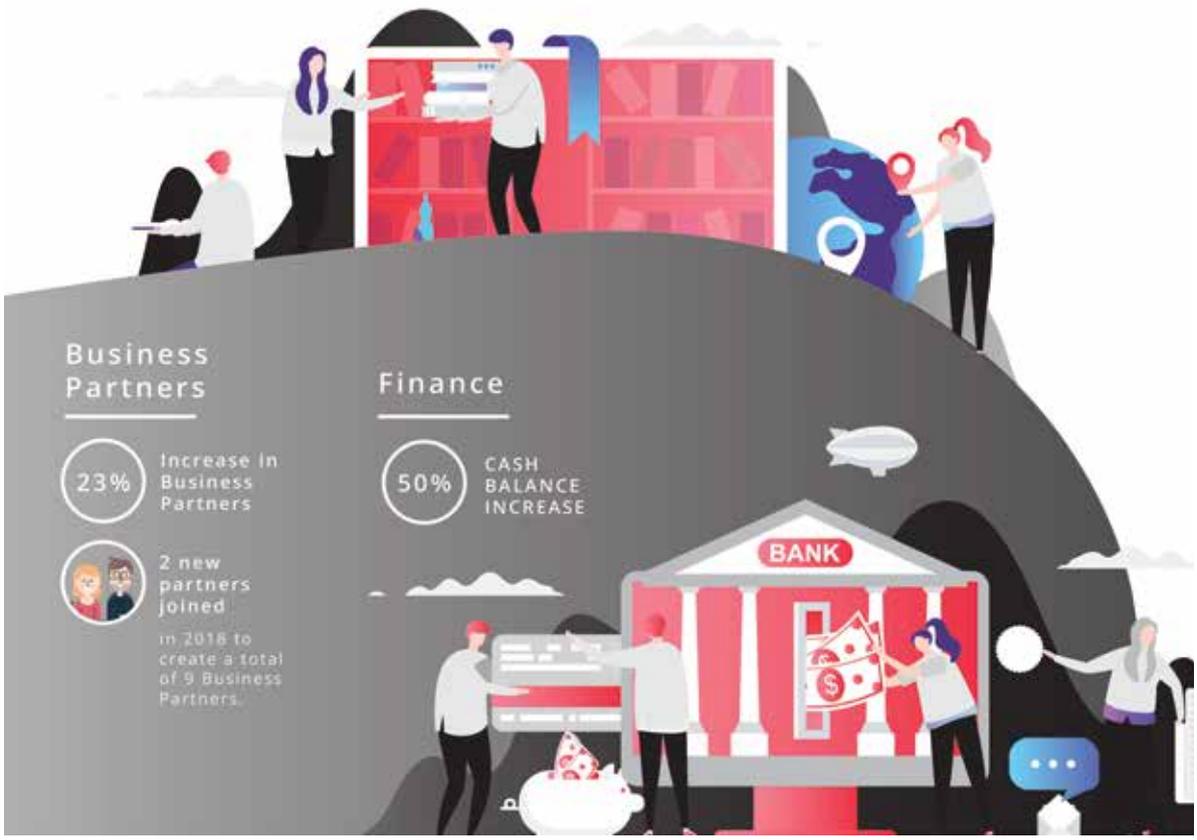


### VIDEO & SUPPORTING RESOURCE PRODUCTION

- Quality
- Equity
- Collaboration & Trust
- Diversity & Cohesion
- Community
- Democracy



### 4 NEW GOOD PRACTICE BLOGS for a total of 14.



### Business Partners

23%

Increase in Business Partners



2 new partners joined

in 2018 to create a total of 9 Business Partners.

### Finance

50%

CASH BALANCE INCREASE

# Annual Report 2018

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 2018 Annual Report submits evidence of SASPA's realization of this promise.

## Part One: Building Leadership Capacity

### (i) Annual Conference

The SASPA 2018 Professional Learning Committee, chaired by Jayne Heath, and supported by our Business and Events Manager, Kym O'Loughlin, organized a highly successful annual conference, *"Seeing Further: The Key to our Future"*.



There were 236 registrations for the 16th and 17th August event from 64 schools; 51 of which were metropolitan, and 13 of which were country.

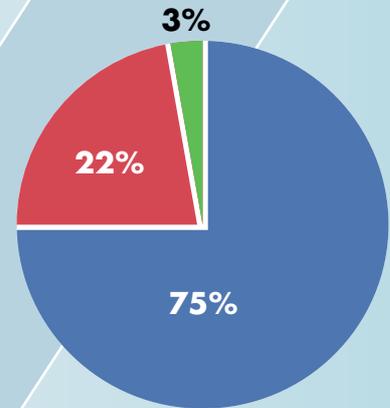
SASPA has 289 members and, to have 236 registrations at our annual conference shows a higher percentage (81.6%) of conference attendees to members than most other Principal Associations in Australia. This is very affirming and validates the professional learning direction SASPA has taken.

## Member Registrations vs other From full registration (236)

This graph indicates that 177 conference attendees were SASPA members, 52 were non-members and 7 were participants in SASPA's "Unleashing Your Leadership Potential" who took up a special offer to access the conference program.

**Action:** The SASPA Office to make direct contact with these 52 potential members to offer individual membership for 2019.

- SASPA Member
- Non SASPA Member
- 2018 UYLP Participant



**Graph: 1,** 2018 Conference Registrations by Membership /non-Membership/ "Unleashing Your Leadership Potential" program participant

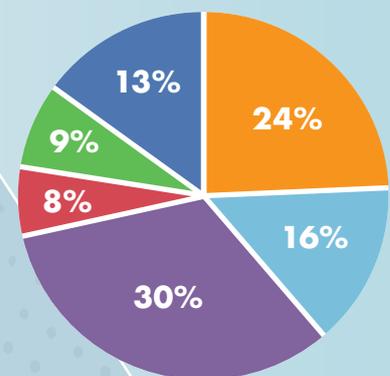
## Position of attendees From total registrations (236)

This graph shows that we had 57 principals, 38 deputy principals and 90 assistant principals or senior leaders and 21 coordinators or aspiring leaders attend the 2018 conference.

We have 83 principals as SASPA members. Whilst 70% 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.

- Principal
- Assistant Principal
- Aspiring Leader
- Deputy Principal
- Senior Leader
- Other



**Graph: 2,** 2018 Conference Registrations by Leadership Role

Participants at our 2018 Annual Conference were surveyed. Of the total registrations, 30% completed the survey (a decrease of 13% from 2017). For the second time running, 100% of respondents indicated that the conference was useful to their professional learning.



Keynote speaker, Dr Eva Balun-Vnuk, addresses delegates at the 2019 SASPA Conference

Plans are already underway for the 2019 Annual Conference – *“Looking Deeper: Beyond Certainty”* - to be held at the National Wine Centre on Thursday 15th and Friday 16th August. Confirmed speakers include Professor Joe Fischetti (Dean of Education, University of Newcastle), Professor Toby Walsh (world expert on Artificial Intelligence) and Professor Caroline McMillen (Chief Scientist for South Australia).

The 2018 conference, *“Seeing Further: The Key to our Future”* marked the 2nd instalment in a SASPA conference trilogy which commenced in 2017 with *“Creativity and Innovation: the new DNA of Schools”*. The 3rd instalment is our 2019 conference, *“Looking Deeper: Beyond Certainty”*. The conference trilogy concept underlines the importance of SASPA signposting what it thinks matters most in the educational landscape, and deepening participant knowledge over a sustained three-year period.

		Notes
<i>Income</i>	\$151,330.00	The profits have been used to secure Professor Toby Walsh for the 2019 conference.
<i>Expenditure</i>	\$136,469.70	
<i>Profit</i>	\$14,860.30	

**Table 1:** 2018 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.

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 36 participants in the 2018 "Unleashing Your Leadership Potential" program.

	Numbers	Country	Metro	R-12	F	M
<i>Deputy Principals</i>	1	1			1	
<i>Assistant Principals</i>	16	4	12		11	5
<i>Coordinators</i>	19	1	18	1	14	5

**Table 2:** Breakdown of UYLP Program participation.

The professional learning model used by the SASPA Professional Learning sub-committee is characterised by 4 key principles:

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

I would like to publicly thank Rosie Heinicke for assisting me in the delivery of UYLP 3.0.

#### **Next Steps:**

The "Unleashing Your Leadership Potential" program will be offered again in 2019. SASPA is particularly interested in making this program more inclusive of country members. To this end, it is hoped that some of our secondary networks will contract SASPA to provide a regional approach to the delivery of this ground-breaking program.

### (iii) School-based Leadership Programs

One of the professional learning services SASPA offers its members is a contextual Leadership Program for schools.

In 2018 two schools, Golden Grove High School and Willunga High School, took up this option. Topics these schools asked to be included in the program were:

- Educational Leadership
- Change Leadership
- Managing Up / Managing Down
- Leader Wellbeing
- Maximising Your Success in Merit Selection Processes.

The key message is – whatever needs your school or regional alliance has for leadership capacity building – the SASPA network is ready to work with you on realising those ambitions. This model of professional growth is adaptable, contextual, customised and flexible – delivered “at schools, for schools”.

If you believe your school or network is ready for this professional growth model, please ask SASPA about the “menu” we can put together for you, and how it can help your team’s improvement journey.

### What are our plans for Professional Learning in 2019?

The SASPA Professional Learning Committee has set an ambitious program of work for 2019 in its quest to further develop the capacities of principals and their executive leadership teams.

In addition to the 2019 Annual Conference on 15th and 16th August, the Professional Learning Committee will oversee the following events:

- “Unleashing Your Leadership Potential” Aspiring Leaders Program (commencing Monday 4th March with 3 other face-to-face sessions to follow).
- Network #2 of our “World Class Learners” program in partnership with Professor Yong Zhao will come online in April 2019. This will see an additional 10 schools join our original 10-school network program which has been focusing on engagement, entrepreneurialism and global citizenship.
- On 29th July, the SASPA/ AISSA Entrepreneurial Education Showcase will share what has been learnt from the student-led community action projects initiated by the 20 schools that have been working in partnership with Professor Yong Zhao.
- SASPA has partnered with MASA and IEA to hold a conference – “Maths is the Key” – on 27th May for leaders of Mathematics and STEM education.
- Two “Twilight Seminars” – one organized by our Curriculum and Pedagogy committee focusing on the General Capabilities, the other organised by our Human Resources committee looking at how best to transform your school’s para-professional work group.

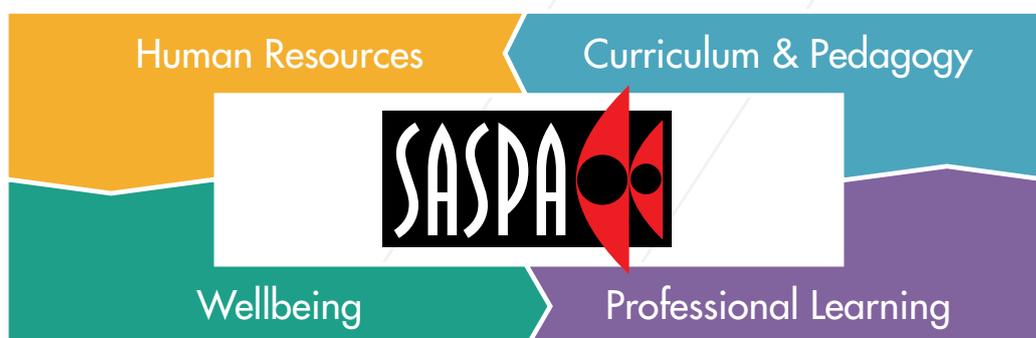
We do hope that you are able to take up some of these professional learning opportunities.

## Part Two:

# Professional Networks for Contemporary Practice to be Shared

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

contemporary practice to be shared, they also undertake solution-focused activities designed to improve the systemic conditions in which secondary educational leaders work.



(a) *Curriculum and Pedagogy* (Convener: Olivia O'Neill; Deputy Convener: Brenda Harris)

### 2018 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).

### 2018 Priority Work:

- Continue to build the Maths Leaders' network.
- Further develop our understandings of contemporary world class teaching and learning (including deep discipline knowledge, applied to inter-disciplinary contexts where the general capabilities are a through line and other high impact approaches).
- Plan & facilitate a Twilight Seminar on "Meeting the Challenges of Teaching and Assessing the General Capabilities".

The thirty-six members of the 2018 Curriculum & Pedagogy Committee were:

Andrew Stone	ASMS	Lia Tedesco	School of Languages
Andrew Wooden	Findon HS	Lyndon Parry	Marryatville HS
Antonella Macchia	DfE: Secondary	Manuel Pontikinas	Marryatville HS
Brenda Harris	Unley HS	Meg Fay	Golden Grove HS
Bronte Nicholls	Adelaide Botanic HS	Mike George	Parafield Gardens HS
Bruce Oerman	Oakbank AS	Olivia O'Neill	Brighton SS

<i>Connie Soltysiak</i>	Charles Campbell	<i>Pepe Bouzalas</i>	Roma Mitchell SC
<i>Jeane Schocroft</i>	Open Access	<i>Peter Mader</i>	SASPA
<i>Jenny Johns</i>	Unley HS	<i>Peter McKay</i>	Paralowie School
<i>Jeremy Cogan</i>	Glenunga IHS	<i>Peter Philp</i>	KICE
<i>Jeremy LeCornu</i>	Seaview HS	<i>Peter Voudantas</i>	DfE: Secondary
<i>Julie Humphreys</i>	Mount Barker HS	<i>Roley Coulter</i>	Banksia Park IHS
<i>Justin Kentish</i>	Craigmore HS	<i>Roy Page</i>	Heathfield HS
<i>Kathleen Hoare</i>	DfE: FLO Programs	<i>Stephen Inglis</i>	Marden SC
<i>Keri Fisher</i>	Thebarton SC	<i>Sue Jones</i>	DfE: Secondary
<i>Kirsty Gebert</i>	Nuriootpa HS	<i>Sylvia Fisher</i>	DfE: OCOP
<i>Laura Coonan</i>	DfE: Secondary	<i>Tania Duff-Tyler</i>	Golden Grove SS
<i>Laura Luongo</i>	NESPN	<i>Toni Carellas</i>	Henley HS

Work undertaken in 2018 to advance the committee's priority work included:

- advocacy for the importance of the General Capabilities (through a variety of forums including ACARA, DfE and SACE Board Committees)
- advice and feedback to DfE Corporate Services regarding NAPLaN on-line, the Data Dashboard and the Education Management System.

#### *Mathematics Leaders' Network:*

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 develop 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.

During 2018 the SASPA Maths Leaders' Network expanded to include 82 leaders and teachers from 50 schools. Topics explored through the network's face-to-face workshops included:

- Differentiation in the Australian Curriculum
- Formative Assessment
- Non-traditional Summative Assessments
- Problem-based Learning
- Project-based Learning
- Visualisation Learning.

Considerable thanks should be given to the network's steering committee: Femia Bukuszowski, Nick Fowler, Matt Verdon, Olivia O'Neill and Peter Mader.

On behalf of the Association I would like to congratulate Olivia O'Neill and her team for the insights they have provided on a range of curriculum and pedagogy matters including contributing to the SACE Review and to the release of the ASPA monograph, *"Beyond Certainty: A Process for Thinking About Futures for Australian Education"*.

This group retains a strong interest in building the capacity of leaders – particularly the leaders of Mathematics.

Olivia was again ably supported by Deputy Convener, Brenda Harris. Sadly, Olivia retired at the end of 2018 and Brenda has indicated a preference to step down from convening duties for 2019.

In 2019 Curriculum and Pedagogy will be convened by Penny Tranter with Karla Pobke taking over the deputy convener role.

*(b) Human Resources* (Convener: Richard Abell; Deputy Convener: Tony Sims)

### 2018 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.

### 2018 Priority Work:

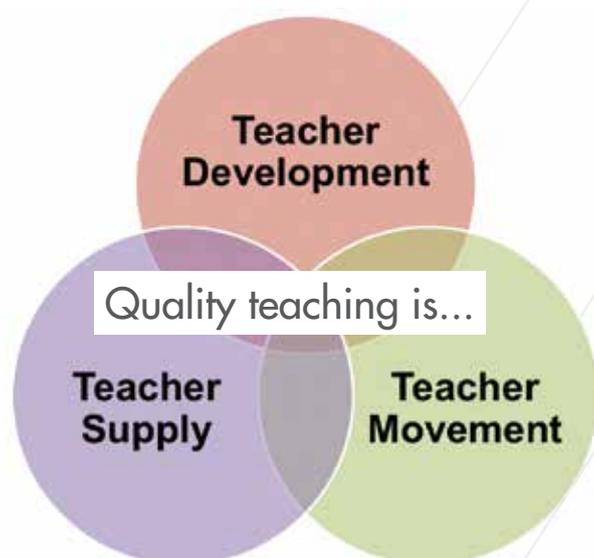
- Improved Recruitment & Selection Procedures:
  - Staff mobility and issues around tenure.
  - Solving the end of year 'game' scenario.
  - Re-framing the role of HR consultants.
- Sharing good/innovative HR practice in HR.

The twenty-eight members of the 2018 Human Resources Committee were:

<i>Ali Bogle</i>	Minlaton Area School	<i>Kathy Champion</i>	Riverton HS
<i>Alistair Brown</i>	Adelaide Botanic HS	<i>Martin Lippett</i>	Parafield Gardens HS
<i>Anthony van Ruiten</i>	Willunga High School	<i>Matt Verdon</i>	ASMS
<i>Brian Jordan</i>	Playford IC	<i>Mike Sadlier</i>	Tintinara Area School
<i>Bronwyn Eglinton</i>	Banksia Park IHS	<i>Mira Vukcevic</i>	People & Culture
<i>Clayton Disley</i>	Reynella East College	<i>Nigel Gill</i>	The Heights
<i>David Carter</i>	Norwood Morialta HS	<i>Peter Kuss</i>	Golden Grove SS
<i>David Harriss</i>	Underdale HS	<i>Peter Mader</i>	SASPA
<i>Eva Kannis-Torry</i>	Thebarton SC	<i>Richard Abell</i>	Seaton High School
<i>Glenys Thompson</i>	ASMS	<i>Rodney Mangos</i>	DfE Secondary
<i>Greg Rolton</i>	Unley High School	<i>Roy Page</i>	Heathfield HS
<i>Greg Wiese</i>	DfE: People & Culture	<i>Steven Knipe</i>	Birdwood HS
<i>John Tiver</i>	Marryatville HS	<i>Sylvia Fisher</i>	DfE OCOB
<i>Julie Taylor</i>	Open Access	<i>Tony Sims</i>	Mitcham Girls' HS

# Annual Report 2018

In 2018, the HR Committee continued to work with DfE People & Culture to see recommendations from the August 2016 SASPA/DECD Think Tank acted upon. We still have a long way to go in these “*problem solving*” discussions, but there are promising signs.



## *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

- 1** **NEW TEACHER EFFECTIVENESS**  
More newly recruited teachers are effective, as measured by student growth (Pre-service - 3)
- 2** **PROFESSIONAL GROWTH**  
Retrained teachers improve over time
- 3** **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 DfE 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 2018/2019 negotiations to solve the following problems:

- The leadership pipeline
- 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 / 2019 remains the work intensification of leaders and how our Association can work with the Department to turnaround this trend.

#### **Other key understandings to emerge from our HR group's thinking includes:**

- It is time to rethink Industrial Relations and Human Resources rules (and the Enterprise Bargaining approach that shapes so many of these). Students' contemporary learning needs must be at the centre of the conversation and become 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.

#### **Re-scoping your School's Leadership Configuration:**

In May 2018, the HR Committee convened a twilight seminar for 25 leaders that drew on recent experiences from Craigmore and Marryatville High Schools.

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

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

#### **2018 Focus:**

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

## 2018 Priority Work

- Continue to have the SASPA Education in the 21st C paper at the centre of our 2018 Professional Learning work (acknowledging further revision of this paper is imminent)
- Continue to work with DfE on the support of leaders in schools around accessing relevant, high quality professional learning

The thirteen members of the 2018 Professional Learning Committee were:

<i>Anne Thornton</i>	Ocean View College
<i>Penny Tranter</i>	Seaview High School
<i>Craig Duguid</i>	Aberfoyle Park HS
<i>Peter Mader</i>	SASPA
<i>Deb Merrett</i>	DfE: Professional Practice
<i>Robyn Gifford</i>	DfE: Organisational Capacity & Culture
<i>Gawain Duncan</i>	DfE: Professional Practice
<i>Rosie Heinicke</i>	Craigmore HS
<i>Jason Loke</i>	Blackwood HS
<i>Sharon Illingworth</i>	Plympton International
<i>Jayne Heath</i>	ASMS
<i>Sue Burtenshaw</i>	Kapunda HS
<i>Matt Fry</i>	DfE: Secondary

The Conference Planning Committee is a sub-committee of Professional Learning and, in 2018, it consisted of: Jason Loke,

Jayne Heath, Jo Mason, Kym O'Loughlin, Peter Mader, Penny Tranter, Samantha Duffield 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 and our School-based Leadership Program - has been outlined and celebrated.

The strategic policy piece of work that this Committee has been working on in 2018 is SASPA's Guide for Quality Professional Learning. I know members will find this paper informative and useful. The paper will be available from January 2019.

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 2018. The success of the “*Seeing Further: The Key to Our Future*” conference, alone, is testimony to the high quality of this committee’s work.

(iv) **Wellbeing** (Convener: Meredith Edwards; Deputy Convener: Karla Pobke)

### 2018 Focus:

SASPA will work with the Department to contribute to the further development of the *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 the Department to implement strategies in response to the recommended actions from Dr Philip Riley’s 2017 report on Principals’ Health and Wellbeing.

### 2018 Priority Work:

1. Continue to work with DfE 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 DfE 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 DfE on strategies and support measures that will improve the wellbeing of leaders.

The sixteen members of the 2018 Wellbeing Committee were:

Amanda Walsh	Glenunga IHS	Karla Pobke	ASMS
Angie Michael	Mark Oliphant College	Kirsty Amos	Moonta Area School
Ann Barclay	Nuriootpa HS	Meg Fay	Golden Grove HS
Celina McKenzie	The Heights School	Meredith Edwards	Woodville HS
Cerijane Price	Thebarton SC	Peter Mader	SASPA
Craig Bailey	Le Fevre High School	Sharon Illingworth	Plympton IC
Jenni Cook	Mount Barker HS	Shaun Walsh	Willunga HS
Julie Ferguson	Marryatville HS	Sylvia Fisher	DfE: OCOP

In 2018 SASPA’s Wellbeing committee provided:

- feedback on the proposed changes to special education funding
- feedback on a variety of DfE policy revisions including the School Discipline Policy
- feedback on a range of student services related matters
- assistance with the SAPPa Wellbeing forum held in late August.

# Annual Report 2018

The big issues for 2019 include formulating our Association's response to the February 2019 release of Dr Philip Riley's 2018 report on Principals' Health and Well-Being and continuing to provide constructive feedback to the Department on policy matters related to student and staff wellbeing. The Wellbeing Committee will monitor with interest the take up of the national "Be You" initiative which was released in mid-November 2018.

This statement of commitment was signed in April 2017.

At the time of writing this annual report, the 2018/2019 Enterprise Bargaining was still underway. Leaders' workload remains a real tension within our system.

It will be interesting to see whether the new Agreement provides improved conditions for secondary school leaders.

## Principal Wellbeing Commitment Statement

**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.



Rick Perse  
Chief Executive  
Department for Education and Child Development



Pam Kent  
President  
South Australian Primary Principals Association



Peter Mader  
President  
South Australian Secondary Principals Association



Chris Roberts  
President  
South Australian Area Schools Leaders Association



Marilyn Clark  
President  
Preschool Directors Association



Howard Spreadbury  
President  
Australian Education Union – SA Branch

Date 26, 04, 2017



On behalf of the Association I would like to congratulate Meredith Edwards and her team. The 2018 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 Three:

# Enhancing the Profession (and the System in which we work)

In 2018 we have continued to strengthen SASPA as a key advocate for public education in South Australia.

At the beginning of the year SASPA (and its partner, SAPPa) secured a small amount of funding to make a suite of 6 short films, each one showcasing a key element of South Australia's documented approach to public education. These films were launched publicly at the SASPA annual conference on Friday 17th August (and concurrently at the SAPPa conference).

The films can be viewed on SASPA's You Tube channel accessible from the Association's website.

Key Characteristic of Public Education:	Profiled School(s):
Quality	Reynella East College
Equity	Paralowie School
Cohesion and Diversity	Woodville High School
Collaboration and Trust	Holdfast Partnership
Community	Cowandilla CPC – 7 School
Democracy	Stirling North Primary School

I would like to take this opportunity to recognise the tremendous work of Daniel Cooper (Edu-centric Media) who produced the films, and the principals who let our cameras in to their schools to capture examples of highly effective practice: Caroline Green, Peter McKay, Meredith Edwards, Olivia O'Neill, Julie Hayes and Adam Wilson.

In 2019 we will continue our association with Daniel Cooper; this time collaborating on a short stop-motion animation film for schools to use with their communities to promote public education.

### ***Working with the Department for Education:***

SASPA members have contributed to a range of committees and working parties both locally and with DfE Corporate. Our opinion is sought throughout the Department and by a range of respected media outlets.

It is in all leaders' best interests if the different groups/associations/unions which support leaders find ways to work together where they can (and, when they cannot, maintain healthy communication and discussion over points of difference). Of importance, has been SASPA's "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.

# Annual Report: 2018

In addition to the professional learning and strategic directions work undertaken by SASPA in 2018, 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 the DfE and, as such, should be part of developing new ideas for and across the department. Our call for "*co-design ahead of consultation*" signals our interest in creating a cultural shift across the DfE. SASPA leaders do not want to be passive recipients of policy. Rather, they want to be active in the generative work of developing ideas for system improvement, and they want to participate in the development of improved policy, procedure and practice.

# Summary of advocacy work for 2018

<i>Focus</i>	<i>Influence</i>
Lobbying DECD for a “ <i>co-design ahead of consultation</i> ” approach to joint policy development.	DFE Corporate is more consistently seeking SASPA’s thinking much earlier in the design process. This was most evident in the formulation of a new model for Disabilities funding and in revisions to key policies including School Discipline.
Lobbying for a Country Directorate	The SASPA Board recognises that one of the biggest equity issues in public education today is the widening gap between how education is experienced in regional, rural and remote areas compared to the metropolitan area. As a key step towards addressing this gap, SASPA has lobbied the Government to establish a directorate dedicated to the needs of country schools.
Surfacing the work intensification of leaders and lobbying for strategies to reduce this impact	At the time of writing this report, the 2019 Award is still being negotiated through the enterprise bargaining process. SASPA remains hopeful that measures will be taken that recognise the work intensification of leaders and that this produces realistic reductions.
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 “ <i>heavy lifting</i> ” and come up with some recommendations for the consideration of the Office for Partnership, Pre-school and School Improvement. In 2017, I reported that four secondary networks had received a \$50,000 grant to explore new ways of working that may inform other networks. In 2018 I am pleased to report that this work has produced a statement that affirms the significant value secondary networks produce beyond what can be achieved by the Partnership structure alone. As the Department’s strategic plan for system improvement is reliant on school improvement, it will be natural for secondary alliances to be invested in collaborations that support improvement in all secondary schools.
<i>Making SA the Innovation State</i> paper: a call for the foregrounding, teaching, assessing and tracking student application of the General Capabilities in the Australian Curriculum and in the SACE.	The SACE Board convenes a Capabilities working party with representation from all three schooling sectors. SASPA continues to be a key lobbyist in support of the good work that is underway, but is keen to see increased urgency towards an agreed national position.

## *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 highly effective work undertaken in our schools. The SASPA "good practice blog" now has 14 posts:

- Reviewing Adelaide High School's Sports Program through the lens of the Public Education Statement
- Diversity and Cohesion at Woodville High School
- The Pursuit of Equity at Paralowie R-12 School
- Racism, (Cultural) Diversity and (Social) Cohesion (an Opinion piece from Phil Cashen)
- 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 2019, the SASPA blogs will continue to focus on the work of schools through the lens of one of the key characteristics of public education.

Late in 2016 a new series of SASPA blogs was launched - "*Retired Principals' Reflections*" - with Lynne Symons providing the first set of reflections. During 2017 we 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. Whilst there were no additions in 2018, we are planning to publish reflections from recent retirees, Olivia O'Neill and Rob Shepherd during 2019.

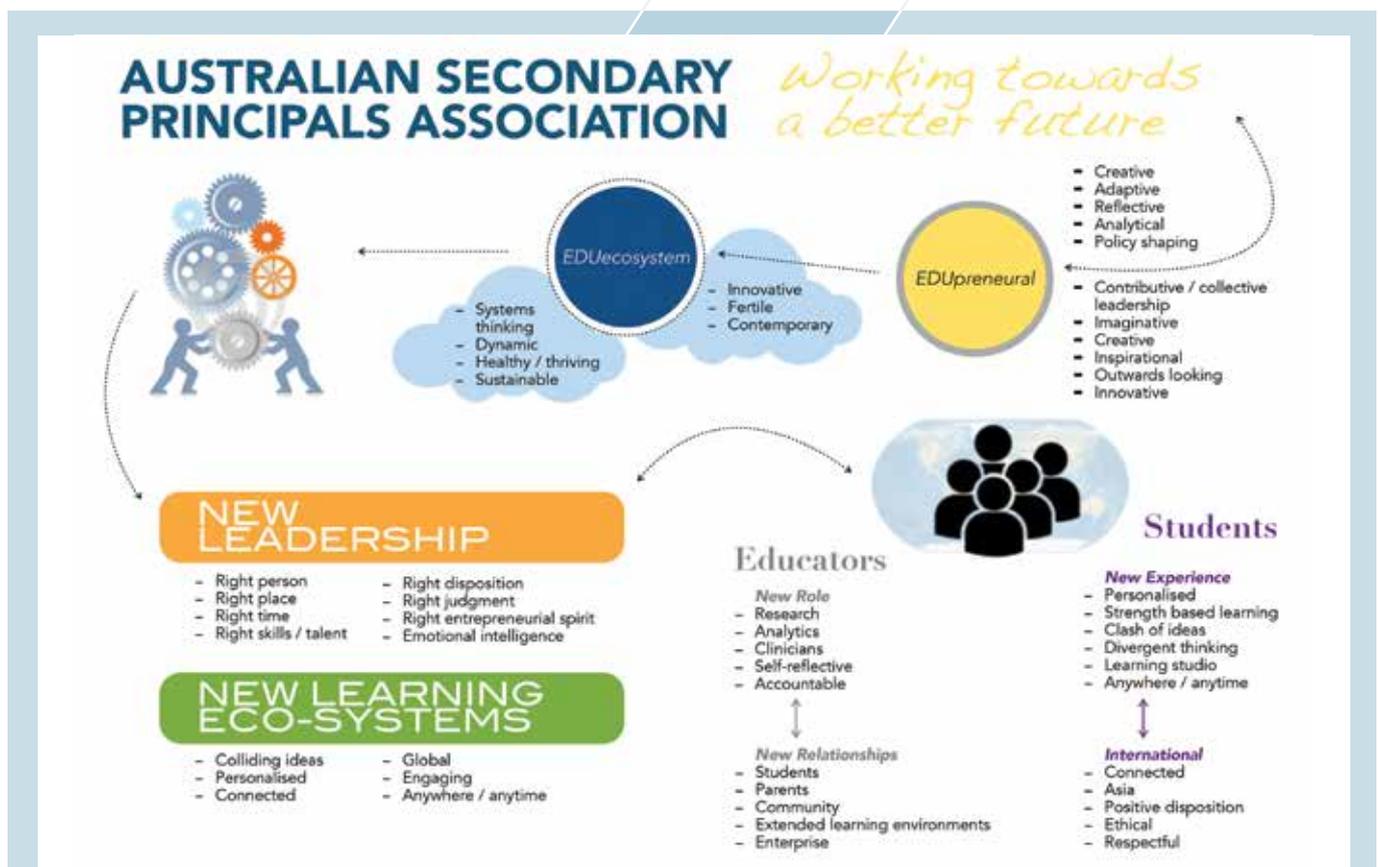
## Part Four:

# Australian Secondary Principals' Association (ASPA)

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

As SASPA President I serve as a Director on the Australian Secondary Principals Association (ASPA) Board and for the 2018 – 2019 period my role is that of ASPA Vice President.

Through ASPA, we are able to influence and work with many important national and international connections.



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

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

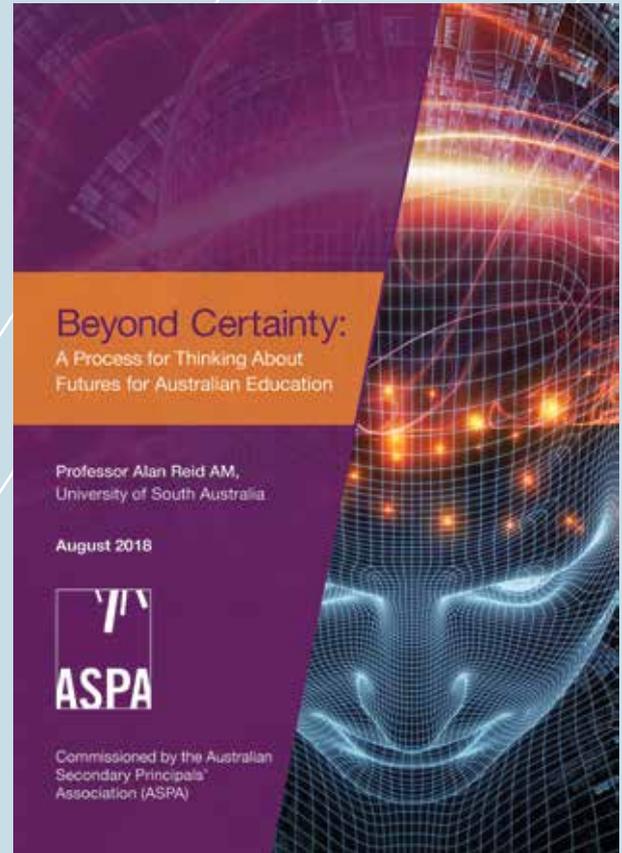
ASPA awarded SASPA the rights to be the first state to trial the program (which underpinned our 2016 Aspiring Leaders T&D, "Unleashing Your Leadership Potential").

The most significant work that ASPA has undertaken in recent years has been to commission Professor Alan Reid AM to write a monograph that has made the case for a more futures-orientated approach to education.

The monograph, *"Beyond Certainty: A process for Thinking About Futures for Australian Education"*, was published in August 2018.

SASPA members received a copy of the publication at our annual conference. The wider distribution of the monograph includes Education Ministers at the federal and state level, and Directors-General in every state and territory. This is because the monograph is asking for the profession's voice to be amplified in the discourse of education policy formation and directions settings.

The monograph will inform an ASPA Symposium to be held on 22nd March 2019 in Canberra.



## Beyond Certainty: A Process for Thinking About Futures for Australian Education

	The Analysis		The Findings
	<b>How education and the future are thought about?</b> <ul style="list-style-type: none"> <li>Review of the literature, policy and reports.</li> </ul>		<b>A contemporary curriculum:</b> <ul style="list-style-type: none"> <li>Disciplinary.</li> <li>Interdisciplinary.</li> <li>General capabilities.</li> <li>Meta-learning.</li> </ul>
	<b>What are the problems?</b> <ul style="list-style-type: none"> <li>Certainty.</li> <li>Absence of purposes.</li> <li>No consideration of obstacles or blockages.</li> </ul>		<b>Pedagogy:</b> <ul style="list-style-type: none"> <li>A pedagogical framework that is responsive to context, teaching purpose, student interests and student readiness.</li> </ul>
	<b>What response will address these issues?</b> <ul style="list-style-type: none"> <li>The need for a process which                             <ul style="list-style-type: none"> <li>recognises the complexity and uncertainty of educational decision making</li> <li>establishes the purpose of education</li> <li>identifies and responds to the challenge of contemporary times.</li> </ul> </li> </ul>		<b>Removing system-wide obstacles:</b> <ul style="list-style-type: none"> <li>A case study of how PISA narrows and standardises education thus blocking the kind of curriculum and pedagogy needed for contemporary times.</li> </ul>
	<b>The process in action:</b> <ul style="list-style-type: none"> <li>A six-step process which enables on-going review is proposed.</li> <li>The process is tested using a case study of the 3rd/ 4th Industrial Revolution.</li> </ul>		<b>Establishing a culture to promote and sustain the kind of education needed:</b> <ul style="list-style-type: none"> <li>Developing a school and system-wide culture of research and inquiry.</li> <li>Recognising and promoting the characteristics of public education.</li> </ul>

# Part Five:

## SASPA's Operations

### (i) The 2018 SASPA Board

Board Member	Site	Meetings	Attendance
Richard Abell	Seaton High School	8	7
Toni Carellas	Henley High School	8	7
Meredith Edwards	Woodville High School	8	7
Bronwyn Eglinton	Banksia Park IHS	8	8
Nigel Gill	The Heights	8	7
Cezanne Green	Adelaide High School	8	6
Brenda Harris	Unley High School	8	6
Jayne Heath	ASMS	8	7
Rosie Heinicke	Craigmore High School	8	6
Wendy Johnson	Glenunga International HS	6*	6*
Eva Kannis-Torry	Thebarton Senior College	8	7
Grant Keleher	Yorke Central School	8	5
Rob Knight	Playford International College	8	6
Peter McKay	Paralowie School	8	7
Olivia O'Neill	Brighton Secondary School	8	8
Peter Philp	Kangaroo Island Community Education	8	8
Karla Pobke	Australian Science & Maths School	8	7
Tony Sims	Mitcham Girls' High School	8	7
Penny Tranter	Seaview High School	8	8

\*on SACE Review in term 3

I would like to acknowledge the significant work of the 2018 SASPA Board. Apart from the salaried members of the Association, all other Board members undertake leadership within their schools, Birth – Year 12 Partnerships, Secondary networks, as well as within SASPA.

The 2019 SASPA Board is very pleased to welcome the additions of Clayton Disley (Deputy Principal, Reynella East College) and Peter Kuss (Principal, Golden Grove HS). Sadly, the 2018 SASPA Board farewelled Brenda Harris, Bronwyn Eglinton and Olivia O'Neill.

# Annual Report 2018

The SASPA Board has governance responsibilities for the operations of the Association. A key feature of its work in 2018 included progress on the Priority Work for 2015 – 2018.

SASPA's Priority Work 2015 - 2018		
	Spheres of Influence	The Influence We Seek...
Priority 1	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>
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	Statement on Secondary Teachers' Work	In 2018, the SASPA Board renewed its efforts to have the Department's People and Culture Division and the Learning Improvement Division endorse the SASPA Educating in the 21st C Paper, and to see its influence evident in shaping a statement on secondary teachers' work. Whilst this action has not been fully realised, a working party has been set up to complete the work by end of Term 1, 2019.
Priority 4	Professional Learning	SASPA will strengthen its concept of co-design through facilitating collaborations for quality professional learning programs across SASPA strategic directions groups and DfE work groups.
Priority 5	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>
Priority 6	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.

## (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.



Currently we have 289 individual full members, 59 aspiring leader members and 7 life members. This means a total membership of 355 (an increase on the 2017 result of 327).

Our members are deployed across 89 Department for Education schools or sites.

In 2018, SASPA members from 46 different schools were represented on our committees. Essentially this means that 51.6% of our member schools have direct, regular engagement through the SASPA Board and committee structures.

## (iii) Finances

SASPA is very appreciative of the \$207828 annual grant provided by the Department. This grant represents an increase of \$117271 which was awarded after the SASPA Board made the case for the "value add" our association provides to the Department.

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

The 3rd major revenue source is through our links with key supporters of secondary education. SASPA is pleased to have the support of 9 Business Partners (2 more than in 2017).

<i>Business Partners</i>	<i>Package</i>	<i>Partnership Years</i>
Credit Union SA	Gold	More than 10 years
Master School Photography (MSP)	Gold	More than 10 years
Furnware	Gold	2012 - present
Kyocera	Gold	2013 - present
Sentral Education	Gold	2014 - 2018
Bridges	Gold	2018
KW Wholesale Stationers	Silver	2013 - present
Cyberhound	Silver	2016 - present
Sonic Technology	Silver	2018
My School Dentist	Silver	2018

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 2018

	2018	2017
<b>Revenue:</b>		
DfE Grant	207,828.00	90,557.00
DfE Collaborations	76,411.00	18,182.00
Sponsorship	58,818.00	68,000.00
Conferences and Seminars	169,764.00	186,216.00
Member Subscriptions	167,137.00	147,659.00
Interest	9,478.00	8,490.00
Other	2,019.00	24,276.00
	<b>691,455.00</b>	<b>543,380.00</b>
<b>Expenditure:</b>		
	609,309.00	497,975.00
Profit (before tax)	82,146.00	45,405.00
Tax	20,277.00	–
Profit (after tax)	<b>61,869.00</b>	<b>45,405.00</b>

**SASPA Cash on Hand: 30th June 2018**



**Graph 4 :** Comparison of cash at hand 30th June 2014 – 2018.

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 2018 we paid \$25000 to ASPA. 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.

# Annual Report 2018

SASPA extended its administration staff in 2018, so Kym was ably assisted by Rita Caprari in a Finance and Membership Officer role. I would also like to thank Nigel Gill for his work as the elected Treasurer / Secretary. Nigel's prudential management and wisdom is important for maintaining the Association's financial health and quality of governance.

Last, but certainly not least, I wish to thank SASPA Vice President, Wendy Johnson, for her work on behalf of the Association. This year, Wendy undertook key systemic educational change work as the Government's appointed Reviewer of the South Australian Certificate of Education (SACE). Wendy's approach to widespread stakeholder consultation was a key design feature of the Review and was well received by the profession. Members will recall that in 2017 Wendy was the voice of secondary educational leadership on the Review Panel to Achieve Educational Excellence in Australian Schools, chaired by David Gonski. The Committee's Report (widely known as the Gonski 2.0 Review) was released in March 2018 and received broad support at Australia's Education Council. In 2019, Wendy will represent SASPA's interests on the Department's Year 7 into Secondary Stakeholder Steering Committee. This is the next major reform for our state's secondary educators, and I can think of no better leader to help us shape its implementation.

To all SASPA members, congratulations on the 2018 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. I do hope you are as proud of it as the SASPA Board.



Peter Mader

President

14th December 2018

# Appendices

## Appendix 1:

### Representation

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

- AEU, DfE & SASPA “Doing Secondary Schooling Differently in the North” Smart Workforce Steering Committee
- Australian Secondary Principals Association (ASPA) Executive
- CSIRO Virtual Work Experience Experts Advisory Group
- DfE Aboriginal Education Strategy Stakeholders Group
- DfE Year 7 into Secondary Stakeholder Steering Committee
- DfE People and Culture HR Strategic Directions Stakeholder Group
- DfE Office for Partnerships, Preschool and School Improvement Consultative Committee
- DfE Workplace Health & Safety Peak Committee
- DfE International Education Strategy Consultation Group
- DfE Information Technology Working Group
- DfE Selection Panels (a range of these – some for projects, some for personnel)
- INTERSPECC - cross sectoral secondary principals advisory group
- MfE STEM Industry, Education and Community Partnerships Advisory Committee
- MfE Parents in Education Week Planning Committee
- SACE Accreditation, Recognition and Certification Committee
- SACE Planning, Finance and Performance 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
- Flinders University Initial Teacher Education Advisory Board
- 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 situations, we have instigated these meetings and in other cases we have been asked for opinion on developments on the Department's policy and strategic work. Where appropriate, we have also contributed written responses. Consultations do not usually involve on-going meetings.

The following is a sample of the consultations that occurred in 2018:

- Issues from individual members and situations that have emerged in their contexts
- AEU re: Leaders' issues
- Submission to SACE Review
- Submission to DfE Learning Improvement Division re: Curriculum, Pedagogy, Assessment and Reporting policy and procedures.
- Review of DfE Integrated Support Services
- Review of DfE Professional Learning provision
- Review of DfE Literacy (focus on teacher and leader capacity building)
- DfE "The Academy" discussions
- DfE International Education strategy
- DfE School Discipline policy
- DfE Inclusive Schooling policy
- DfE Strategic Plan
- Principal queries/issues
- MELC Roundtables
- One Child, One Plan trials
- AEU re: Enterprise Bargaining 2018/2019
- DfE re: Enterprise Bargaining 2018/2019
- SASSLA re: Enterprise Bargaining 2018/2019
- Meetings with the Minister – John Gardner
- Meetings with the Opposition Education Spokesperson – Dr Susan Close
- Monthly meetings with the Chief Executive – Rick Persse
- External School Reviews
- DfE Data Dashboard
- DfE and SASIF Balances
- 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 2018. 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 2018 and the results of its operations and its cash flows for the year then ended.

JSA Accounting Pty Ltd



Jill Hoadley CPA Director

Dated this 3th Day of September 2018

## 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 2018 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 17/10/18

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

## GOLD Sponsors



## SILVER Sponsors



