

SA Secondary
Principals'
Association Inc

ANNUAL REPORT 2019



Incorporated Number: A9416

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Introduction

The South Australian Secondary Principals' Association (SASPA) is an incorporated body with a membership of 285 leaders of public secondary education.

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 2019, and includes the President's Report. The general purpose financial statements included in the report are for the financial year; i.e., 1st July 2018 – 30th June 2019.

From the **President**



I am pleased to present the 2019 Annual Report for the South Australian Secondary Principals' Association (SASPA).

It is a privilege to report on the work undertaken by SASPA in 2019.

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 seven of the Association's key achievements.

- (i) The Board's Priority Work for 2019 – 2020.** Whilst considerable progress has been made with each priority – Leader's Work, Teaching Quality, Teacher's Work, Professional Growth, Equity, Achievement Growth and Leader Wellbeing – there is still much to be done. Substantial progress was made with the Teacher's Work infographic which was supported by our 2019 partners, DfE Professional Practice and SAPP. In January 2020 the infographic will be launched as a static guide for professional dialogue but, later in the year, will become a digital resource with links to a range of resources and tools (which, at the time of writing, are being either curated or developed). SASPA appreciates the advice and follow-through provided by the Department's External Relations directorate. Without them, the Board's progress with its priority work would not be as advanced.
- (ii) Purposes of Schooling.** Our advocacy locally (and nationally through our peak body, ASPA) has seen the purposes of schooling included in the 2019 revision of the Melbourne Declaration, the Alice Springs Education Declaration, which was unveiled at the Education Council meeting on 12th December. The purposes of schooling are referenced explicitly as Goal 2 - "All young Australians become confident and creative individuals, lifelong learners, and active and informed citizens". Additional purposes - economic and labour market - have been implied for more than a decade by Goal 1 – "The Australian education system promotes equity and excellence". Members will recall that our argument for the inclusion of such a set of purposes for schooling was set out in ASPA's 2018 monograph, "Beyond Certainty: A Process for Thinking About Australia's Education Future", authored by Professor Alan Reid AM.
- (iii) Entrepreneurial Education.** Our relationship with Professor Yong Zhao was extended during 2019 to include the facilitation of Paradigm Shifters, a 29th July showcase event which profiled the work undertaken by our ten Network #1 schools, alongside ten member schools from AISSA. Student leaders and key school staff who had been mentored by Professor Zhao in the adoption of his three pillars for a world class education - student autonomy, product-oriented learning and the global campus – used the showcase to present the outcomes of this work along with reflections on the change process. Earlier in July, SASPA formed its Yong Zhao Network #2 with five schools (two of which are regional schools in the state's south-east).
- (iv) Inspirational Leadership.** In late August and early September, UK-based Leadership Consultant and Shakespearean performer, Ben Walden, toured ten schools, working on Inspirational Leadership with hundreds of students, staff and, in one of the schools, their Governing Council. Plans are afoot to have Ben back in November 2020 to reprise this professional learning.

- (v) **Building Leadership Capacity.** In 2019 we had 37 graduates of the “Unleashing Your Leadership Potential” program for aspiring leaders. This means that we have graduated 150 leaders from this program over the four year period, 2016 – 2019.
- (vi) **Research into Principals’ Work.** SASPA and its project partners, SAPPA and the University of SA, have undertaken a study of “paradox in the lives and work of school principals”. The productive tensions identified in this research will help us work with the Department for Education in 2020 on redesigning the work of contemporary principals.
- (vii) **Key Performance Indicators.** 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 – are either stable or 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 2019. These results would not have been possible without the considerable efforts of the 2019 Board and the various Strategic Directions Committee members. I congratulate them for their dedication, diligence and wisdom.

Report to SASPA on the joint research project ...

Paradox in the lives and work of school principals

November 2019



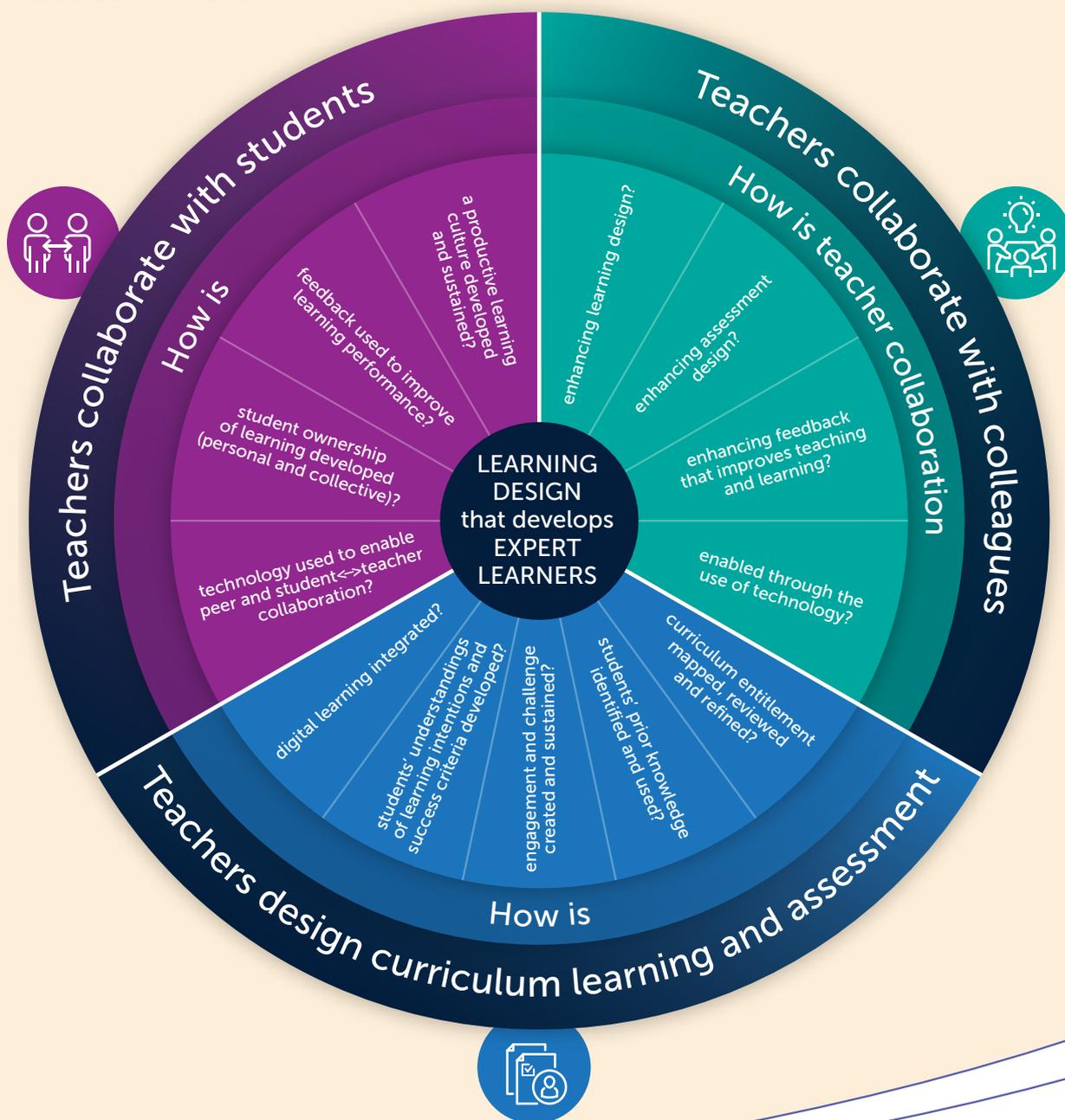
Dr Chris Dolan, University of South Australia

Leading world-class teaching and learning

Navigating the curriculum to develop expert learners

EXPERT LEARNERS | It's not just what students know, it's what they can do with what they know.

EXPERT TEACHERS | World-class contemporary teachers co-design curriculum learning and assessment, enabling students to demonstrate and use knowledge, skills and capabilities in unfamiliar contexts.¹



¹ This resource is informed by the 4 domains of the SA Teaching for Effective Learning (TfEL) framework; what is emerging as highly effective practice from the Learning Design, Assessment and Moderation (LDAM) strategy; the advice outlined in the SASPA 'Educating in the 21st Century' discussion paper; and the AITSL Teacher Standards.



SASPA: A year on a page



2019 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

285
FULL MEMBERS

84
ASPIRING LEADER MEMBERS

39
SASPA EVENTS
reaching 692 participants

11
PROFESSIONAL DEVELOPMENT EVENTS
421 participants

271
ATTENDEES
from 68 schools attended the 2019 SASPA Annual Conference

150
GRADUATES OF UYLP PROGRAM 2016 - 2019
37 graduates in the 2019 Unleashing Your Leadership Potential program.



Providing Networks for Sharing Educational Practice

27 Strategic Direction Group Meetings
involving 94 members from 50 member schools.

Creation of New Collaborations

Maths Leaders' Conference, "Why Maths is the Key"
(SASPA & MASA partnership) attended by 200 Mathematics leaders and teachers.

Paradigm Shifters Entrepreneurial Education Showcase

(SASPA, AISSA, Professor Yong Zhao & University of Adelaide partnership) attended by 225 school leaders, teachers and students.

Customised professional learning program for the Northern Adelaide State Secondary Schools' Alliance (NASSSA) Deputies.





Enhancing the Profession (and the Education System)

Good progress made with the SASPA Board's 7 priorities for improvement 2019 – 2020:

- Leader's Work
- Teaching Quality
- Teacher's Work
- Professional Growth
- Equity
- Achievement Growth
- Leader Wellbeing.

ASPA Symposium, "The Future of Australian Education: Educators Shaping Public Discourse and Policy Direction" was held in Canberra in March 2019. Our peak body, ASPA, brought together leaders from all 3 schooling sectors, all levels of schooling and all states and territories to form a strong and unified voice regarding educational policy.

Collabrotive research into the "Paradox of the Principalsip" conducted by SASPA and its partners, University of SA and SAPPA.

Advocating for Public Education



VIDEO & SUPPORTING RESOURCE PRODUCTION

Public Education
(a video which synthesises the messages from the suite of 6 videos produced in 2018).



3 NEW GOOD PRACTICE BLOGS
for a total of 17.



Media Comment
Numerous interviews on radio and commentary for The Advertiser and The Educator.

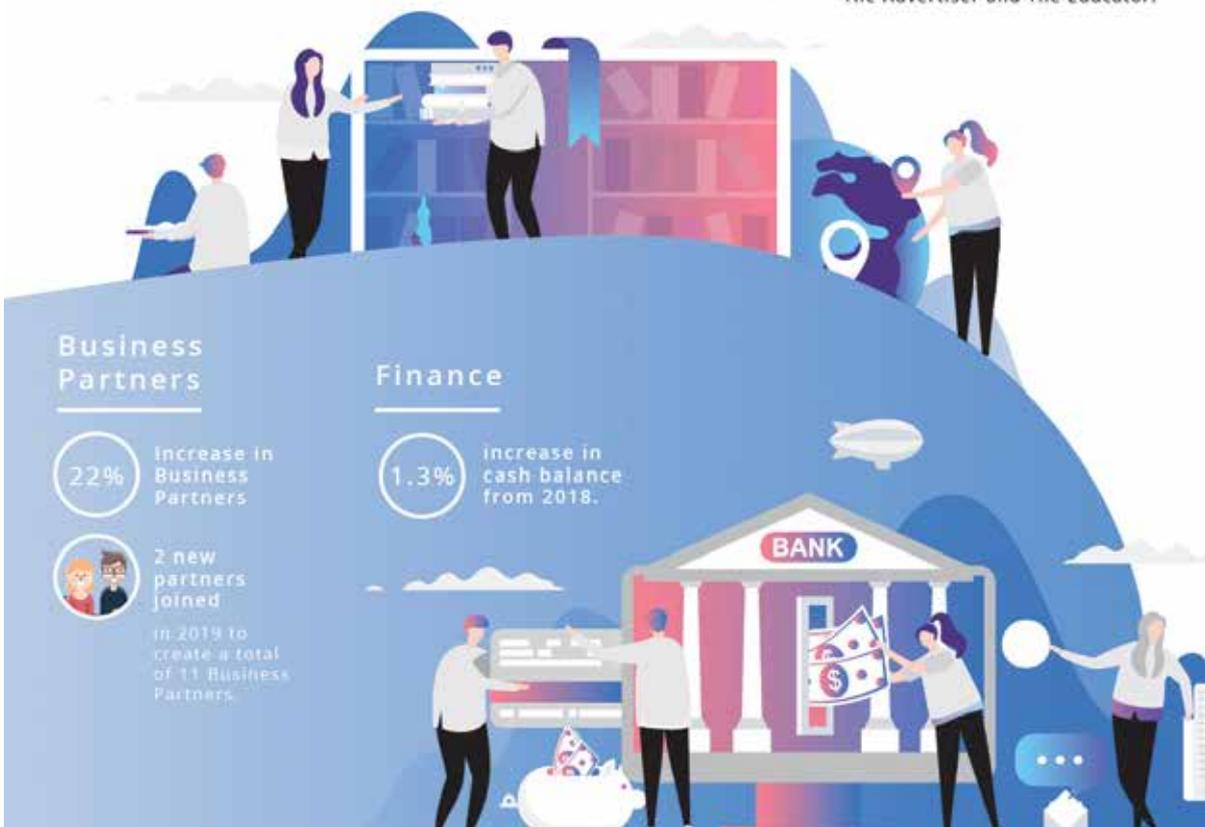
Business Partners

22% Increase in Business Partners

2 new partners joined in 2019 to create a total of 11 Business Partners.

Finance

1.3% increase in cash balance from 2018.



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

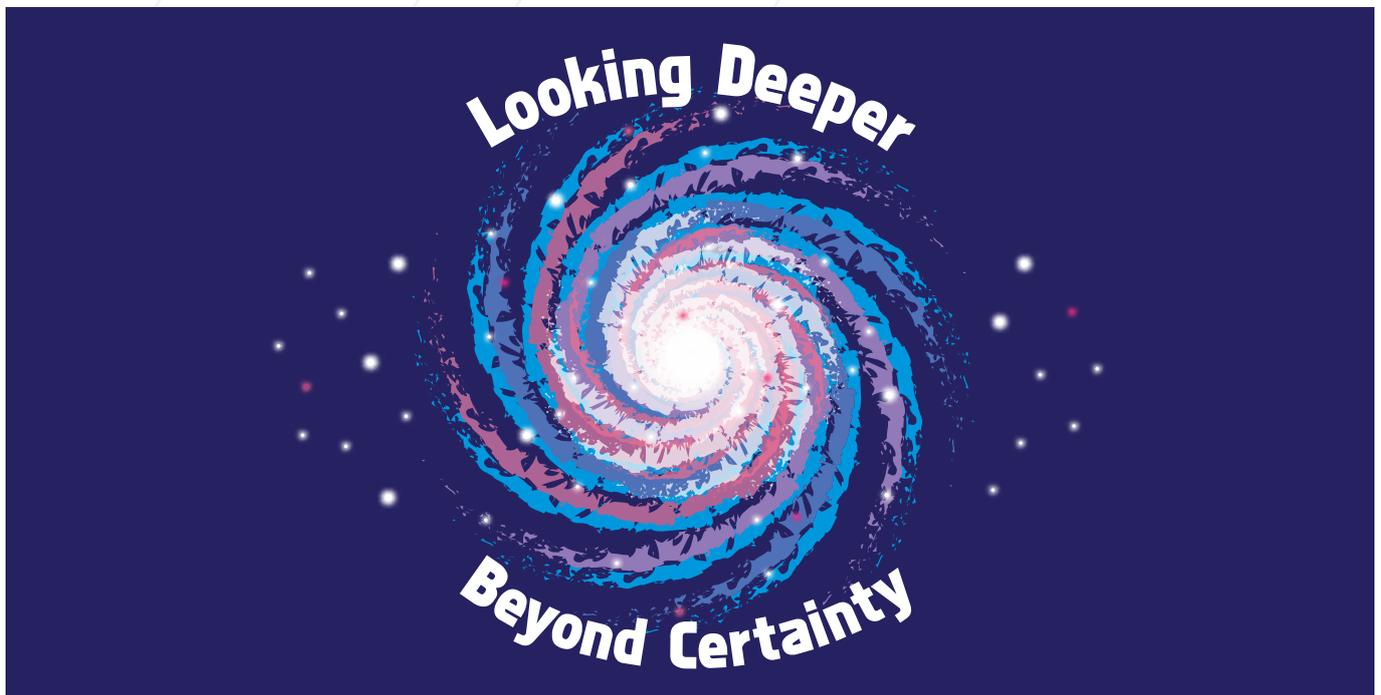
- further developing the capacities of principals and their executive teams who are leading the continuous improvement of teaching and learning in secondary schools
- providing networks for effective secondary educational leadership practice to be shared
- enhancing the profession (and the education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

This 2019 Annual Report submits evidence of SASPA's realization of this promise.

Part One: Building Leadership Capacity

(i) Annual Conference

The SASPA 2019 Professional Learning Committee, chaired by Jayne Heath, and supported by our Business and Events Manager, Kym O'Loughlin, organized a highly successful annual conference, Looking Deeper: Beyond Certainty.



There were 271 registrations for the 15th and 16th August event from 68 schools; 69% of which were metropolitan, and 31% of which were country. The 271 registrations represent a record high for this annual event.

SASPA has 285 full members and, to have 271 registrations at our annual conference shows a higher percentage (95%) of conference attendees to members than most other professional associations in Australia. This is very affirming and validates the professional learning direction SASPA has taken.

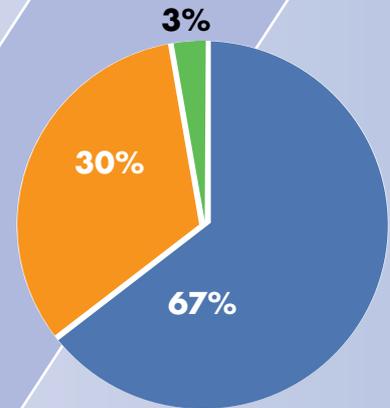
Member Type Registrations

From total registrations

This graph indicates that 181 conference attendees were SASPA members, 81 were non-members and 9 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 81 potential members to offer individual membership for 2020.

- SASPA Member
- Non SASPA Member
- 2019 UYLP Participant



Graph: 1, 2019 Conference Registrations by Membership /non-Membership/ "Unleashing Your Leadership Potential" program participant.

Position of Attendees

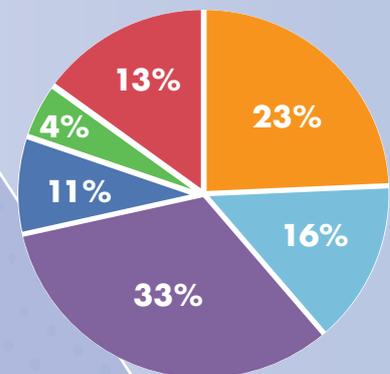
From total registrations

This graph shows that we had 62 principals, 43 deputy principals, 90 assistant principals, 35 senior leaders and 41 aspiring leaders or others attend the 2019 conference.

We have 83 principals as SASPA members. Whilst 75% attended the conference (an increase of 5% from 2018), we are always aiming for 100%.

Action: The 2020 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



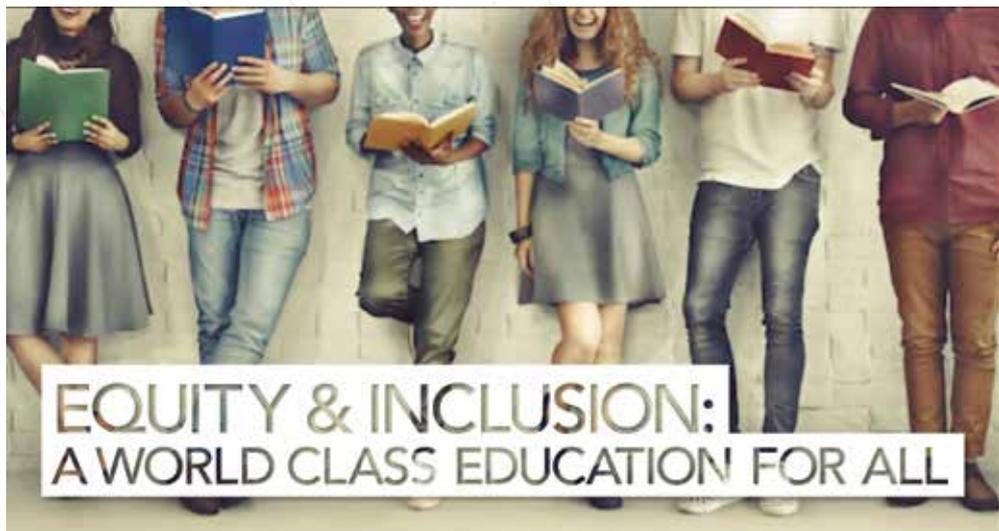
Graph: 2, 2019 Conference Registrations by Leadership Role



Artificial Intelligence expert, Professor Toby Walsh, addresses delegates at the 2019 SASPA Conference

Participants at our 2019 Annual Conference were surveyed. Of the total registrations, 30% completed the survey (a decrease of 13% from 2018). For the second time running, 100% of respondents indicated that the conference was useful to their professional learning.

Plans are already fully formed for the 2020 Annual Conference – Equity & Inclusion: A World Class Education for All - to be held at the National Wine Centre on Thursday 13th and Friday 14th August. Confirmed speakers include Professor Tanya Fitzgerald (Dean of Education, University of WA), Professor Gert Biesta (Centre for Public Education and Pedagogy, Ireland), Professor Pasi Sahlberg and Professor Adrian Piccoli (Gonski Institute, University of NSW) and Tim Costello (former CEO World Vision Australia).



The 2020 conference marks the start of a new conference trilogy; one which will enable us to plumb more deeply into how equity is understood and enacted in our schools, and how it is translated through the systemic and national agendas for school improvement.

The conference trilogy concept underlines the importance of SASPA signposting what it believes matters most in the educational landscape, and deepening participant knowledge over a sustained three-year period.

| | | Notes |
|--------------------|--------------|--|
| <i>Income</i> | \$161,590.52 | The profits have been used to secure an overseas speaker for the 2020 conference – Professor Gert Biesta |
| <i>Expenditure</i> | \$124,988.67 | |
| <i>Profit</i> | \$36,601.85 | |

Table 1: 2019 Annual Conference Profit and Loss Statement

(ii) “Unleashing Your Leadership Potential” (SASPA’s 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 eco-system.

The professional learning value proposition that emerged from the Talking Heads program, which has since 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.

In each successive year of the program – we delivered version 4.0 of UYLP in 2019 – the graduates have shaped the program design and methodology for the following year.

There were 41 participants in the 2019 “Unleashing Your Leadership Potential” program, of whom 37 graduated.

| | Numbers | Country | Metro | Female | Male |
|-----------------------------|---------|---------|-------|--------|------|
| <i>Deputy Principals</i> | 1 | 1 | nil | 1 | nil |
| <i>Assistant Principals</i> | 11 | 1 | 10 | 5 | 6 |
| <i>Coordinators</i> | 25 | 1 | 24 | 12 | 13 |

Table 2, Breakdown of 2019 UYLP graduates.

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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 thank Rosie Heinicke for assisting me in the delivery of UYLP 4.0, Dale Hoffman and Lyndon Parry for helping us out, and to the following leaders who provided this year's principal narratives – Cez Green, Penny Tranter, Graeme Clark, Roy Page and Joslyn Fox.

Next Steps:

The "Unleashing Your Leadership Potential" program will be offered again in 2020. 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) Regional Leadership Programs

One of the professional learning services SASPA offers its members is a contextual Leadership Program for schools and/or regional alliances.

In 2019 two regional alliances, KRENBBC (mid-north) and NASSSA (northern metro), took up this option. Some of the topics these alliances requested in their program included:

- Using Data for Improvement
- Theories of Change
- Building Leadership Capacity in Others
- Learning Conversations
- Strategic Leadership
- Managing Up / Managing Down
- Building the Improvement Narrative.

The key message is – whatever your school's or regional alliance's leadership capacity building needs – the SASPA network is ready to work with you on realizing those ambitions. This model of professional growth is adaptable, contextual, customized and flexible – created "with schools" and delivered "at schools, for schools".

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

What are our plans for Professional Learning in 2020?

The SASPA Professional Learning Committee has set an ambitious program of work for 2020 in its quest to further develop the capacities of principals and their executive leadership teams.

In addition to the 2020 Annual Conference on 13th and 14th August, the Professional Learning Committee will oversee the following events:

- "Unleashing Your Leadership Potential 5.0" Aspiring Leaders Program (commencing Friday 20th March with 3 other face-to-face sessions to follow on Monday 25th May, Friday 11th September and Monday 23rd November).

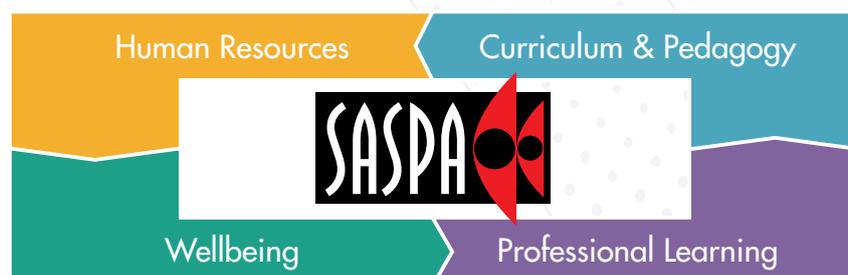
- BTS Spark (formerly “Coach in the Box”) will run a “Fearless Feedback” workshop in the country (Port Augusta) on 5th March and the metropolitan area on 6th March. BTS Spark have formed a partnership with our peak body, ASPA, commencing in 2020.
- Network #2 of our “World Class Learners” program in partnership with Professor Yong Zhao continues in 2020. In addition to this network, 4 of our schools from Network #1 have Professor Yong Zhao working with them as a “Thinker-in-Residence” for 2020.
- SASPA will again partner with MASA to hold a conference for leaders of Mathematics and STEM education, “Are Algorithms the new Calculus?” This will be held on Monday 29th June at the Education Development Centre.
- Ben Walden will be back to South Australia for another Inspirational Leadership tour, this time in early November 2020.
- SASPA has formed a 2020-2021 partnership with AISSA, CESA and the University of Melbourne’s Assessment Research Centre to focus on “Developing a Secondary Student’s Learner Profile (including General Capabilities attainment).”

We do hope that you avail yourself of these professional learning opportunities.

Part Two: 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: Penny Tranter; Deputy Convener: Karla Pobke)

2019 Focus:

SASPA is committed to an authentic working partnership with DfE on the delivery of world class curriculum, pedagogy, innovative learning design, assessment and moderation. SASPA will work with a range of agencies (including DfE and the SACE Board) to build the capacity of our leaders to shift teachers’ practice.

2019 – 2020 Priority Work:

- Plan and facilitate Twilight Seminar on Thursday 14th March – “Meeting the Challenges of Teaching and Assessing the General Capabilities”.
- Promote and facilitate the “Maths is the Key” conference on Monday 27th May.

- Describe contemporary world class teaching and learning – consistent with the ASPA Monograph, *Beyond Certainty: A Process for Thinking About Futures in Australian Education* and with changes to a “modernised” SACE - for adoption or adaption in secondary settings.
- Influence the DfE approach to the Middle Years curriculum, pedagogy, assessment, reporting and moderation, relational to the Year 7 into Secondary project.
- Develop a SASPA perspective of what we mean by “one year’s achievement for one year’s growth”. This would then become the basis for influencing State and, potentially, Commonwealth policy.

The thirty-two members of the 2019 Curriculum & Pedagogy Committee were:

| | | | |
|--------------------------|---------------------|-------------------------|----------------------|
| <i>Andrew Wooden</i> | Findon HS | <i>Meg Fay</i> | The Heights School |
| <i>Antonella Macchia</i> | DfE: Secondary | <i>Mike George</i> | Parafield Gardens HS |
| <i>Bronte Nicholls</i> | Adelaide Botanic HS | <i>Natasha Woodcock</i> | Henley HS |
| <i>Bruce Oerman</i> | Oakbank AS | <i>Penny Tranter</i> | Seaview HS |
| <i>Connie Soltysiak</i> | Charles Campbell | <i>Pepe Bouzalas</i> | Roma Mitchell SC |
| <i>Jeanne 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>Justin Kentish</i> | Craigmore HS | <i>Peter Voudantas</i> | DfE: Secondary |
| <i>Karla Pobke</i> | ASMS | <i>Rodney Mangos</i> | Thebarton SC |
| <i>Kathleen Hoare</i> | DfE: FLO Programs | <i>Ross Wall</i> | Heathfield HS |
| <i>Kirsty Gebert</i> | Adelaide Botanic HS | <i>Stephen Inglis</i> | Marden SC |
| <i>Laura Luongo</i> | DfE: Para Hills | <i>Tahlia Harman</i> | Banksia Park IHS |
| <i>Lyndon Parry</i> | Marryatville HS | <i>Tania Duff-Tyler</i> | Golden Grove SS |
| <i>Mark Hodgson</i> | Salisbury East HS | <i>Toni Carellas</i> | Henley HS |
| <i>Dr Matt Verdon</i> | ASMS | <i>Warren Symonds</i> | Mount Barker HS |

Work undertaken in 2019 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)
- sharing of professional practice with regards to teaching, assessing and evidencing the General Capabilities
- feedback to DfE on the development of the Year 7 to High School Teaching & Learning Guide
- feedback to project partners - SASPA, SAPPa and DfE - on the creation of the Teacher’s Work infographic; “Leading World-Class Teaching and Learning” (which has become a guide for professional conversations about contemporary curriculum and pedagogical practice)
- feedback to DfE on the VET in Schools Review.

Mathematics Leaders’ Network:

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’ Network.

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
- Non-traditional Summative Assessments
- Project-based Learning
- Formative Assessment
- Problem-based Learning
- Visualisation Learning.

In 2019 the Maths Leaders' Network concentrated its 1st semester efforts on the SASPA/MASA conference, "Maths is the Key", held in May. In the 2nd semester, the Maths Leaders' Network held two professional learning forums. One of the events was held at Adelaide Botanic High School and focussed on empowering the Maths learner. The other event was held at Mitcham Girls' High School where the topic was preparation for Year 7 Mathematics in a secondary context.

In 2020, the Maths Leaders' Network will continue under the leadership of Amanda Aulert, Femia Bakuszowski, Dr Matt Verdon, Nick Fowler and Nicole Silk. Their work will include the organisation and facilitation of the 2020 SASPA/MASA Conference, "Are Algorithms the new Calculus?" This event will be held on Monday 29th June at the Education Development Centre. SASPA members can expect that there will also be a series of Mathematics Leaders' Network events commencing in Term 1, 2020.

On behalf of the Association I would like to congratulate Penny Tranter and her team for the insights they have provided on a range of curriculum and pedagogy matters including contributing to the Year 7 to High School Teaching and Learning Guide and the SA Government's VET Review.

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

2019 Focus:

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

SASPA is committed to working collaboratively with the Department for Education on strategic revisions to HR Policies, Procedures and Practices to improve issues of Leader, Teacher and SSO supply, development and movement (regardless of a school's location).

2019 - 2020 Priority Work:

- Improved Recruitment and 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 practices.

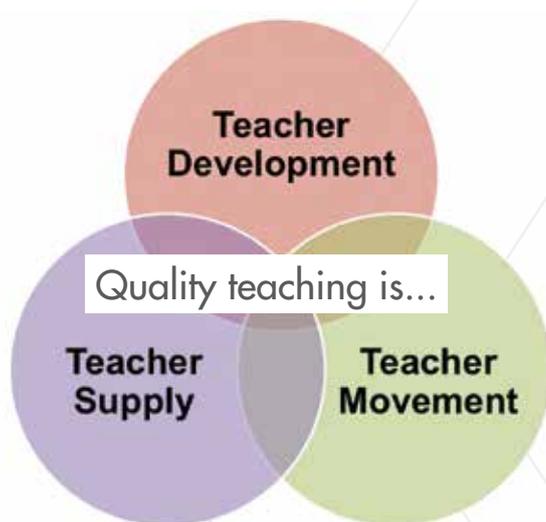
The twenty-six members of the 2019 Human Resources Committee were:

| | | | |
|---------------------------|----------------------|-----------------------|-----------------------|
| <i>Ali Bogle</i> | Minlaton Area School | <i>Kathleen Hoare</i> | DfE: FLO |
| <i>Alistair Brown</i> | Adelaide Botanic HS | <i>Kathy Champion</i> | Riverton HS |
| <i>Alix Verdon</i> | ASMS | <i>Martin Lippett</i> | Parafield Gardens HS |
| <i>Anthony van Ruiten</i> | Willunga High School | <i>Dr 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>David Carter</i> | Norwood Morialta HS | <i>Nigel Gill</i> | The Heights |
| <i>David Harriss</i> | Underdale HS | <i>Peter Kuss</i> | Golden Grove SS |
| <i>Eva Kannis-Torry</i> | Thebarton SC | <i>Peter Mader</i> | SASPA |
| <i>Greg Rolton</i> | Unley High School | <i>Richard Abell</i> | Seaton High School |

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| | | | |
|--------------|-----------------------|-------------|-------------------|
| Greg Wiese | DfE: People & Culture | Roy Page | Heathfield HS |
| John Tiver | Marryatville HS | Tim Kloeden | Glenunga IHS |
| Julie Taylor | Open Access | Tony Sims | Mitcham Girls' HS |

In 2019, the HR Committee continued to work with DfE People & Culture to develop a common language and understanding of the recommendations from the August 2016 SASPA/Education Department "Think Tank".



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 DfE classrooms?

- What are the disabling conditions – policies, procedures, practices and attitudes – that are holding us back from achieving quality 21st C teaching in every DfE 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?
- How can the equity issues of country and low-SES schools be better addressed through a more differentiated approach to recruitment and retention of teachers, leaders and SSOs?

Changethegame! Workthecurve!

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**
Retained teachers improve over time
- 3 RETAIN/ LEVERAGE HIGH IMPACT TEACHERS**
Retained teachers improve over time
- 4 EQUITABLE DISTRIBUTION**
More high - poverty students have effective teachers
- 5 EXITING TEACHERS**
Persistently less effective teachers leave...

Diagram: 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 continues to inform SASPA's advocacy for improvements to the DfE recruitment and selection policy and procedures landscape.

The SASPA Human Resources Committee has also actively contributed to the shaping of our Association's Enterprise Bargaining lobby. Essentially, SASPA wanted to see the Enterprise Bargaining signatories use the 2019 negotiations to solve the following contextual problems:

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

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

The main role of the secondary principal is to improve teaching and learning. Collaborative inquiry approaches to improved pedagogy such as Professional Learning Communities are fundamental to the professional growth we seek within our workforce. SASPA was keen to see the 2019 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.

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. Even with this success, the main Human Resources Committee agenda issue for 2019 remained the workload intensification of school leaders. We are committed to working with the Department in 2020 to collaboratively problem solve this phenomenon.

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 hours 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.

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; Deputy Convener: Craig Duguid)

2019 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 Professional Practice and DfE Organisational Culture and Capacity).

2019 Priority Work

- Improve access to professional learning for SASPA's members
- Continue to have the SASPA Education in the 21st C paper at the centre of our 2019 professional learning work
- Continue to work with the Department for Education on supporting leaders in schools to access relevant, high quality professional learning.

The fourteen members of the 2019 Professional Learning Committee were:

| | | | |
|---------------------------|----------------------------|-----------------------|--|
| <i>Anne Thornton</i> | Ocean View College | <i>Natasa Penna</i> | Glenunga IHS |
| <i>Clayton Disley</i> | Reynella East 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>Jayne Heath</i> | ASMS |
| <i>Jason Loke</i> | Blackwood HS | <i>Rosie Heinicke</i> | Craigmore HS |
| <i>Sharon Illingworth</i> | Plympton International | <i>Matt Fry</i> | DfE: Secondary Years |
| <i>Sue Burtenshaw</i> | Stuart HS | <i>Robyn Gifford</i> | DfE: Organisational Capacity & Culture |

The Conference Planning Committee is a sub-committee of Professional Learning and, in 2019, it consisted of: Jason Loke, Jayne Heath, Kimberley Allen, Kym O'Loughlin, Natasa Penna, Peter Mader, Penny Tranter 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 led is SASPA's Guide for Quality Professional Learning. I know members find this paper informative and useful. The key features of the paper – "8 Questions Every Leader Should Ask About Professional Learning" - are incorporated in an easy to use table for reference by leaders.

8 Questions About Professional Learning Every Leader Should Ask

| Guiding prompts for consideration when designing/ choosing professional learning experiences | Possible indicators of quality designed professional learning experiences |
|--|---|
| Is the activity ongoing and embedded in practice, acknowledging context and aligned to identified priorities? | Clear statement of aims or intended outcomes. Indication of alignment with key system level priorities. |
| Does the design of the professional learning value the experiences and knowledge of school leaders? | Involving participants and stakeholders in the design, implementation and evaluation. Acknowledging leaders' experiences and expertise. Includes facilitation by respected, qualified and experienced school leaders. |
| Is an assessment of individual and school need taken into account? | Needs assessment informs design and next steps of the professional learning. Feedback/evaluation is embedded in the program. |
| Does the program aim to disrupt and challenge assumptions and dominant patterns of practice to achieve change? | Models effective approaches to intellectually stretch each participant and challenges assumptions and expectations. The professional learning design is flexible, futures focused, supporting leaders to be adaptable and able to confidently lead and respond to new and unexpected challenges. |
| Are inquiry and reflection on practice and experiences supported in the program? | There is time scheduled within the program for structured personal and/or group reflection. Opportunities for next steps explored and shared. |
| Is collaborative learning facilitated by providing opportunities to learn from and with each other? | Creation of professional learning communities within and between schools. Promotes collaboration and dialogue between participants. |
| Are varied, rich and sustainable options available within the professional learning experience? | Allows for personalisation accommodating diversity of strengths, career stages, experiences, needs and contexts. |
| Does the professional learning experience enable connection between context and external expertise? | Focuses on leader's daily practice of improving learning outcomes for all students. Informed by research and seeks and supports the interest of the profession in producing our own research. |

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 2019. The success of the "Looking Deeper: Beyond

Certainty" conference and the SASPA Guide for Quality Professional Learning are testimony to the high quality of this committee's 2019 work.

(d) *Wellbeing* (Convener: Meredith Edwards; Deputy Convener: Amanda Walsh).

2019 Focus:

SASPA will work with the DfE on those systems, policies, procedures and practices that are designed to support student

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wellbeing in our schools and attend to the wellbeing of school leaders and their staff. This includes strategising solutions to the workload intensification experienced by leaders (e.g., the competing demands of Partnerships & Secondary Alliances, red tape and compliance, increasing volume of emails and DfE on-line form completion etc.).

SASPA will work with the DfE to implement strategies in response to the recommended actions from Dr Philip Riley's 2018 report on Principals' Health and Wellbeing.

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

2019 – 2020 Priorities:

1. Continue to work with the DfE on potential improvements to Student Support Services and Student Wellbeing.
2. Continue to work with the DfE on potential improvements to the health and wellbeing of leaders (including ways to reduce leaders' workload).
3. Continue to work with the DfE on improving the relationship between principals and the DfE Corporate (including an affirmation of what principals do beyond Stages of Improvement, and the application of consistent measures regarding Principal performance development practices and those applied to other leaders within the Department including Education Directors and Principal Consultants).
4. Explore ways to build the capacity of our secondary leaders to better address student wellbeing in our schools and attend to our own wellbeing and that of our staff.

The twenty members of the 2019 Wellbeing Committee were:

| | | | |
|------------------------|-----------------------|---------------------------|--------------------|
| <i>Amanda Walsh</i> | Glenunga IHS | <i>Jenni Cook</i> | Mount Barker HS |
| <i>Angie Michael</i> | Gawler B-12 School | <i>Kirsty Amos</i> | Moonta Area School |
| <i>Ann Barclay</i> | Nuriootpa HS | <i>Kirsty Power</i> | Hamilton SC |
| <i>Celina McKenzie</i> | The Heights School | <i>Lauren George</i> | ASMS |
| <i>Cerijane Price</i> | Thebarton SC | <i>Meg Fay</i> | The Heights |
| <i>Colette Bos</i> | Henley HS | <i>Meredith Edwards</i> | Woodville HS |
| <i>Craig Bailey</i> | Le Fevre High School | <i>Peter Mader</i> | SASPA |
| <i>Dale Hoffman</i> | Marryatville HS | <i>Reece Spaans</i> | Craigmore HS |
| <i>Darryl Ashby</i> | Roma Mitchell College | <i>Sharon Illingworth</i> | Plympton IC |
| <i>Glenys Thompson</i> | ASMS | <i>Shaun Walsh</i> | Willunga HS |

In 2019 SASPA's Wellbeing committee provided:

- feedback on the proposed changes to the IESP funding allocation process
- feedback on a variety of DfE policy revisions including the Antibullying Strategy and the Community Engagement strategy
- feedback on a range of student services related matters
- feedback to the local Be You team and their implementation of this national strategy.

The big issues for 2020 include formulating our Association's response to the February 2020 release of Dr Philip Riley's 2019 report on Principals' Health and Wellbeing and continuing to provide constructive feedback to the Department on policy matters related to student and staff wellbeing.

Principal Wellbeing Commitment Statement

This statement of commitment was signed in April 2017.

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

It is unlikely that the new Agreement will provide improved conditions for secondary school leaders, so SASPA will continue to work with DfE and other stakeholders in 2020 to address issues of workload intensification and leaders' wellbeing.

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 2019 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 2019 we have continued to strengthen SASPA as a key advocate for public education in South Australia.

In February we launched the 2:36 minute film, *Public Education*, which synthesized the key messages from our 2018 work with our project partner, SAPPA, on a suite of 6 short films, each one showcasing a key element of South Australia's approach to public education. The *Public Education* video can be easily incorporated into a school's Parent Information Evening and/or Principal Tours.



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.

Similar collaborations have proved useful in developing common interests with potential partners including the Pre-School Directors' Association, the SA Area School Leaders' Association, the Special Schools Association, the SA State School Leaders' Association and the Australian Education Union. Strengthening such collaborations, finding the common ground and actively seeking connections that benefit our work has been a critical part of the President's work, and one in which all Board members have played a role in supporting.

In addition to the professional learning and strategic directions work undertaken by SASPA in 2019, 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.

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 17 posts and has gone on to include some topical essays related to contemporary professional interests and issues.

- Educational Leadership: The Missing Perspective
- An Essay After Christchurch
- Partnership in Entrepreneurial Education Revolution (PEER) – SASPA's Yong Zhao Network #1
- Reviewing a School's Sports Program through the lens of the Public Education Statement
- Diversity and Cohesion at Woodville High School
- The Pursuit of Equity at Paralowie R-12 School
- Racism, (Cultural) Diversity and (Social) Cohesion (an Opinion piece from Phil Cashen)
- 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 2020, the SASPA blogs will continue to focus on the highly effective work of schools commencing with Glenunga International High School.

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, Rob Shepherd was interviewed during 2019 with the resultant blog posted in October. Potential retired members' reflections for 2020 include our "Class of 2019" who were recognized at our 28th November AGM: Dean Angus, Lyndall Bain, Greg Barry, Brenda Harris and Rob McLaren.

Part Four:

Australian Secondary Principals' Association (ASPA)

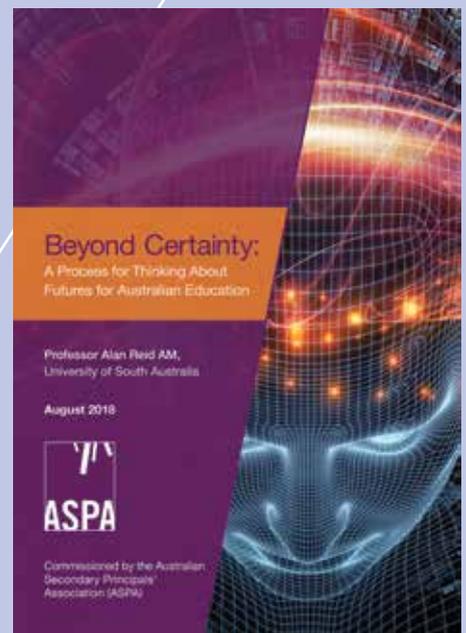
The work of SASPA connects to the federal arena and this is a very important facet of our work. Clearly the national agenda influences what happens in our state.

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 influence and work with many important national and international connections.

In 2019 the key national connections were:

- ASPA Symposium – The Future of Education (22nd March)
- input into the revision of the Melbourne Declaration (which was launched as the Alice Springs Declaration on 12th December).



The Future of Australian Education: “Educators Shaping Public Discourse and Policy Direction”

The 2018 ASPA monograph authored by Professor Alan Reid AM was used as the basis for thinking about futures for Australian education at a symposium hosted by Kerry O’Brien and held in Canberra at the National Museum on 22nd March 2019.

The symposium, organised by ASPA, was attended by 100 nominees from across all four peak bodies for educational leadership in Australian schools.

- Australian Primary Principals’ Association (APPA)
- Australian Secondary Principals’ Association (ASPA)
- Association of Heads of Independent Schools of Australia (AHISA)
- Catholic Secondary Principals’ Association (CaSPA)

It was the first time that any of us could remember being together in the same room to shape our own education agenda, rather than respond to someone else’s.

The next coalition of educational leaders’ associations will be held in 2021, with a commitment amongst coalition partners to convene these forums biennially.



Q & A Panel Discussion
 “Is it time for Australia’s educational leaders to be more active in shaping public discussion and influencing policy directions and settings?”



Hon. Andrew Giles
Shadow Assistant
Minister for Schools



Ms Natalie Howson
Director-General,
Education Directorate,
ACT Government



Professor Pasi Sahlberg
Former Director-General, Finland
Education & currently Professor
of Education Policy, Gonski
Institute for Education



Professor Tania Aspland
President, Australian
Council of Deans of
Education



Mr Kevan Goodworth
President, Australian
Council of State School
Organisations

Friday 22nd March 2019

The Commitment

We understand that the people of Australia want children, adolescents and young adults to experience a world class education. As educational leaders we fully support this goal and, as a profession, we want nothing less.

We believe that, as professionals within this education sector, we are the people who understand best what it means to be a ‘world-class learner’ and what that looks like throughout 13 years of learning at school.

We commit, as educational leaders, to exercising our professional wisdom so as to be recognised within the political process and to shape public debate. This implementation should further contribute to a clear, coherent and compelling narrative for world-class education in Australia.

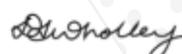
We stand together in our profession and are determined to inform the future direction of Australian education.



Andrew Pierpoint
President, ASPA



Malcolm Elliott
President, APPA



Loretta Wholley
President, CASPA



Mark Merry
Chair, AHISA



Part Five: SASPA's Operations

(i) The 2019 SASPA Board

| Board Member | Site | Meetings | Attendance |
|------------------|-------------------------------------|----------|------------|
| Richard Abell | Seaton High School | 8 | 7 |
| Greg Barry | Port Lincoln High School (LSL) | 6 | 5 |
| Toni Carellas | Henley High School | 8 | 6 |
| Craig Duguid | Aberfoyle Park High School | 8 | 7 |
| Meredith Edwards | Woodville High School | 7 | 5 |
| Nigel Gill | The Heights | 8 | 8 |
| Cezanne Green | Adelaide High School | 8 | 6 |
| Jayne Heath | Australian Science & Maths School | 8 | 7 |
| Rosie Heinicke | Craigmore High School | 8 | 6 |
| Wendy Johnson | Glenunga International HS | 8 | 8 |
| Eva Kannis-Torry | Thebarton Senior College | 8 | 8 |
| Grant Keleher | Yorke Central School | 8 | 5 |
| Rob Knight | Playford International College | 7 | 5 |
| Peter Kuss | Golden Grove High School | 8 | 7 |
| Peter Mader | SASPA Office | 8 | 7 |
| Peter McKay | Paralowie School | 8 | 7 |
| Peter Philp | Kangaroo Island Community Education | 8 | 7 |
| Karla Pobke | Australian Science & Maths School | 8 | 7 |
| Fleur Roachock | Grant High School | 8 | 8 |
| Tony Sims | Mitcham Girls' High School | 8 | 7 |
| Penny Tranter | Seaview High School | 8 | 7 |

I would like to acknowledge the significant work of the 2019 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 2020 SASPA Board is very pleased to welcome the addition of Caroline Fishpool (Principal, Wirreanda Secondary School) and Kym Grant (Principal, Mark Oliphant College). Sadly, the SASPA 2019 Board farewelled two of its representatives, Eva Kannis-Torry and Rob Knight.

The SASPA Board has governance responsibilities for the operations of the Association. A key feature of its work in 2019 included progress on its Priority Work 2019 - 2020.

The SASPA Board's Priorities 2019 – 2020

Leader's Work

Addressing workload intensification issues productively through problem solving leader's concerns with our employer, the Department for Education.

Teaching Quality

Realising the ambition of having quality teaching in every classroom and in every school, by rethinking HR Policies, Procedures and Practices in ways that better address supply, development and movement issues regardless of a school's location.

Teacher's Work

Providing an agreed description of secondary teacher's work in a 2019 – 2030 world class school that makes our professional expectations clear, consistent and explicit.

Professional Growth

Recognising that focused professional learning collaborations for teachers are fundamental to professional growth, we are seeking common and consistent approaches to how our schools effectively use collaborative teacher time to improve learning design, task design, assessment design and ways of managing the learning environment in secondary education settings.

Equity

Addressing the perceived gaps between how the needs of rural, regional and isolated students (and Departmental staff) are serviced compared to the metro area, and between how the needs of low-SES students (and Departmental staff) are met compared to high-SES.

Achievement Growth

Formulating a South Australian position, informed by the profession, as to what constitutes one year's achievement growth for one year's learning within the curriculum, inclusive of the General Capabilities.

Leader Wellbeing

Attending to the wellbeing needs of school leaders as they seek to progress school-based changes consistent with the Department's World Class System strategy (i.e., Stages of Improvement and School Improvement Planning).



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Hindmarsh SA 5007

8463 5810
saspa.com.au

Incorporated number: A9416

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| | Progress: |
|---|--|
| <p>Leader's Work Addressing workload intensification issues productively through problem solving leader's concerns with the Department.</p> | <p>The Board has a clear understanding of the contemporary research that informs this landscape. In a paper developed by Phil O'Loughlin, the Chief Executive of the SA State School Leaders' Association (SASSLA) the key features of that landscape are:</p> <ul style="list-style-type: none"> • Leaders are consistently undertaking long hours of complex, emotionally demanding work which leaves them vulnerable to stress and burnout. • The culture in which leaders work is crucial to how they view their work and value their effort. • Additional accountability and compliance demands placed on leaders crowds the time available for them to lead teaching and learning. • Access to high quality business support staff in schools can significantly influence the manageability of leader workload. • Leaders build tacit knowledge over time and this assists them in managing work demands. • New leaders are prone to experience very high workload pressures. • Potential leaders are deterred from applying for positions by the complexity and high workload they observe is associated with leadership roles. <p>The 2019 SASPA Board has provided its "in principle" support for the SASSLA paper which will be released to the public early in the new year.</p> <p>SASPA's own research – undertaken with our partners SAPPA and University of SA - "Paradox in the lives and work of school principals", will deepen our understanding of the productive tensions in the contemporary landscape.</p> <p>In 2020, the SASPA Board and other Leaders' Associations, will work with DfE to find a collaborative approach to resolving the various tensions that have been surfaced by the research.</p> |
| <p>Teaching Quality Realising the ambition of having quality teaching in every classroom, in every school by rethinking HR Policies, Procedures and Practices in ways that better address supply, development and movement issues, regardless of location.</p> | <p>The SASPA Board and the DfE People and Culture division have a strong and agreed sense of the immediate changes to policy and practice that can be introduced in 2020 to improve 2021 teacher, leader and SSO recruitment, selection and retention in the short to medium term.</p> <p>The bigger piece of work is how best to differentiate the recruitment and retention of teachers, leaders and SSOs to better address the equity issues of country and low-SES schools. A series of forums will be held in 2020 to explore options.</p> |

Progress:

Teacher's Work

Provide an agreed description of secondary teacher's [pedagogical] work in a 2019 – 2030 world class school that makes our professional expectations clear, consistent and explicit.

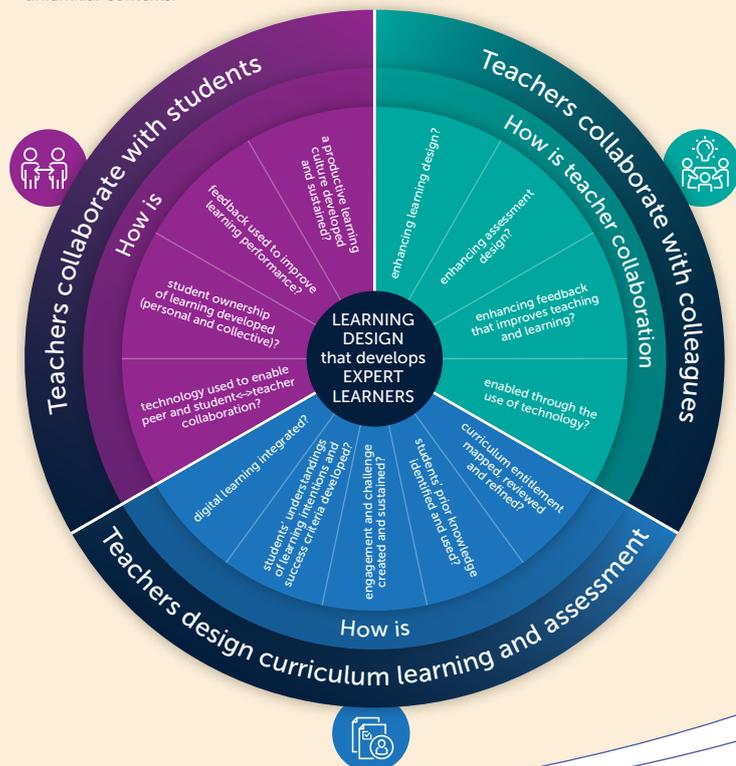
An infographic based on the original SASPA Educating in the 21st C paper has been developed by SASPA and its project partners – SAPPA and DfE Professional Practice.

The "Leading World-Class Teaching and Learning" infographic has been approved for a "soft launch" in January 2020. A more robust launch will occur at our 2020 conference in August, once the hyperlinked infographic and portal are built.

Leading world-class teaching and learning Navigating the curriculum to develop expert learners

EXPERT LEARNERS | It's not just what students know, it's what they can do with what they know.

EXPERT TEACHERS | World-class contemporary teachers co-design curriculum learning and assessment, enabling students to demonstrate and use knowledge, skills and capabilities in unfamiliar contexts.¹



¹ This resource is informed by the 4 domains of the SA Teaching for Effective Learning (TfEL) framework, what is emerging as highly effective practice from the Learning Design, Assessment and Moderation (LDAM) strategy, the advice outlined in the SASPA 'Educating in the 21st Century' discussion paper, and the AITSL Teacher Standards.



| | Progress: |
|--|--|
| <p>Professional Growth Recognising that focused professional learning collaborations for teachers are fundamental to professional growth, we are seeking common and consistent approaches to how our schools effectively use collaborative teacher time to improve learning design, task design, assessment design and ways of managing the learning environment in secondary education settings.</p> | <p>This was part of our EB pitch to the Government, the DfE, the AEU and SASSLA; i.e., increase in NIT and dedicated weekly time for collaborative approaches to professional growth.</p> <p>The DfE/SASPA/SAPPA infographic, "Leading World-Class Teaching and Learning" to be launched in January 2020 will provide a clearer focus for professional growth in our schools.</p> <p>SASPA's Professional Learning group is considering what PL could be offered in support of the "Leading World-Class Teaching and Learning" infographic now that it has been approved.</p> |
| <p>Equity Addressing the perceived gaps between how the needs of rural, regional and isolated students (and Departmental staff) are serviced compared to the metro area, and between how the needs of low-SES students (and Departmental staff) are met compared to high-SES.</p> | <p>The SASPA Board approved a one page paper to guide its discussions with the SA Government and the Department for Education as we try to collaboratively address this state's significant equity issues. SASPA's paper scopes out the following 7 strategies:</p> <ul style="list-style-type: none"> • creating a common and agreed definition • applying an equity lens on DfE policy and practice • HR policy and practice for equity and excellence in our schools • school improvement across the system that is underpinned by equity and excellence • funding schools for equity and excellence • school appearance for equity and excellence • disrupting patterns of secondary enrolment to minimise the effects of academic segregation. <p>SASPA's conference planning committee has made equity and inclusion in our schools and system a priority for the next 3 years. The 2020 conference is titled <i>Equity & Inclusion: A World Class Education for All</i>.</p> |
| <p>Achievement Growth Formulating a South Australian position, informed by the profession, as to what constitutes one year's achievement growth for one year's learning within the curriculum, inclusive of the General Capabilities.</p> | <p>David Engelhardt (who is SA representative on a national working party responding to Recommendation 1 of "Through Growth to Achievement") has indicated that the SA response will most likely end up being outlined in an additional page to the Standards for Educational Achievement document.</p> <p>It is too early to speculate on the outcomes of this work, although it will acknowledge that the Australian Curriculum is already calibrated to a one-year (i.e., year level) model of progress.</p> |

| | Progress: |
|--|--|
| <p>Leader Wellbeing Attending to the wellbeing needs of school leaders as they seek to progress school-based changes consistent with the Department's World Class System strategy (i.e., Stages of Improvement and School Improvement Planning).</p> | <p>SASPA and its project partners, SAPPa and the University of SA, have undertaken a study of "paradox in the lives and work of school principals". The productive tensions identified in this research will help us work with the Department for Education in 2020 on redesigning the work of contemporary principals.</p>  <p style="text-align: center;">TENSIONS</p> <ul style="list-style-type: none"> <li style="text-align: center;">The system's goals and priorities ↔ The goals and priorities of my school <li style="text-align: center;">The external accountabilities applied to me and my work ↔ My need to act autonomously as a school leader <li style="text-align: center;">Centralised measures of school success ↔ The positive achievements of my school <li style="text-align: center;">Being the leader of teaching and learning ↔ Attending to the daily demands of the job <li style="text-align: center;">The tension brought on by the management of underperforming staff A need to sometimes oppose or resist centralised policy demands ↔ The personal risks involved in such opposition or resistance |

(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.



Graph 4 : Comparison of member numbers 2014 – 2019.

Currently we have 285 individual full members, 65 aspiring leader members and 7 life members. This means a total membership of 357 (a slight increase on the 2018 result of 355).

Our members are deployed across 91 Department for Education schools or sites.

In 2019, SASPA members from 51 different schools were represented on our committees. Essentially this means that 56% of our member schools have direct, regular engagement through the SASPA Board and committee structures.

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(iii) Finances

SASPA is very appreciative of the \$207828 annual grant provided by 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 10 Business Partners (one more than in 2018).

| <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 |
| Bridges | Gold | 2018 - present |
| Southern Cross Cleaning | Gold | 2018 - present |
| KW Wholesale Stationers | Silver | 2013 - present |
| Cyberhound | Silver | 2016 - present |
| Sonic Technology | Silver | 2018 - present |
| My School Dentist - Dental Outreach | Silver | 2018 - present |

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

| Table: Income and expenditure for the year ended 30 June 2019 | | |
|---|------------------|------------------|
| | 2019 | 2018 |
| Revenue: | | |
| Department Grant | 207828.00 | 207828.00 |
| School Collaborations | 62679.00 | 76411.00 |
| Sponsorship | 102329.00 | 58818.00 |
| Conferences and Seminars | 213659.00 | 169764.00 |
| Member Subscriptions | 186513.00 | 167137.00 |
| Interest | 11919.00 | 9478.00 |
| Other | 16454.00 | 2019.00 |
| | 801381.00 | 691455.00 |
| Expenditure: | | |
| Total | 715510.00 | 609309.00 |
| Profit (before tax) | 85871.00 | 82146.00 |
| Tax | 38435.00 | 20277.00 |
| Profit (after tax) | 47435.00 | 61869.00 |



Graph 5 : Comparison of cash at hand 30th June 2014 – 2019.

I do want to draw members' attention to one of our annual outgoings; that is, the fee we pay as affiliates of the Australian Secondary Principals Association. In 2019 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.

Annual Report 2019

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.

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. In 2019 our key governance issue was to navigate the changes to SASPA's conditions for the full-time presidency based on legal advice received from Andersons Solicitors.

Last, but certainly not least, I wish to thank SASPA Vice President, Wendy Johnson, for her tireless work on behalf of the Association. This year, Wendy undertook key systemic educational change work by representing SASPA's interests on the Department's Year 7 into Secondary Stakeholder Steering Committee.

To all SASPA members, congratulations on the 2019 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

4th December 2019

Appendices

Appendix 1:

Representation

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

- Australian Secondary Principals Association (ASPA) Executive
- Courts Administration Authority Stakeholder Reference Group
- CSIRO Virtual Work Experience Experts Advisory Group
- DfE Funding Stakeholders' Group
- DfE International Education Strategy Consultation Group
- DfE Information Technology Working Group
- DfE Leader Associations Group
- DfE Orbis Stakeholder Reference Group
- DfE One Child, One Plan Stakeholders Committee
- DfE Selection Panels (a range of these – some for projects, some for personnel)
- DfE Student Support Services Steering Committee
- DfE Year 7 into Secondary Stakeholder Steering Committee
- DfE Workplace Health & Safety Peak Committee
- Flinders University Initial Teacher Education Advisory Board
- Governor's Civics and Citizenship Awards for Schools Reference Group
- INTERSPECC - cross sectoral secondary principals' advisory group
- DfE STEM Industry, Education and Community Partnerships Advisory Committee
- SACE Accreditation, Recognition and Certification Committee
- SACE Planning, Finance and Performance Committee
- SACE Special Provisions Advisory Committee
- University of SA School of Education Advisory Group
- University of SA Professional Experience Advisory Group
- University of Adelaide School of Education Advisory Group

Appendix 2:

Consultations

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

The following is a sample of the consultations that occurred in 2019:

- Issues from individual members and situations that have emerged in their contexts
- Principal queries/issues
- AEU re: Leaders' issues
- "Be You" national initiative
- Children's University (University of Adelaide)
- DfE Learning Improvement Division review
- DfE Community Engagement strategy
- DfE Initial Teacher Education reform
- DfE Response to VET Review
- DfE School Discipline policy
- DfE School Improvement Plan
- DfE VET funding review
- AEU re: Enterprise Bargaining 2019
- DfE re: Enterprise Bargaining 2019
- SASSLA re: Enterprise Bargaining 2019
- MELC Roundtables
- Meetings with the Minister – John Gardner
- Meetings with the Opposition Education Spokesperson – Dr Susan Close
- Meetings with the Chief Executive – Rick Persse
- Providing feedback on External School Review process

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 2019. 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 2019 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 16th Day of October 2019

Annual Report 2019

South Australian Secondary Principals Association Inc

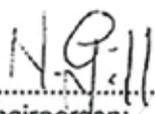
Statement by Members of the Committee

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 2019 and its performance for the year ended on that date.
- 2 At the date of this statement, there are reasonable grounds to believe that South Australian Secondary Principals Association Inc will be able to pay its debts as and when they fall due.

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


.....
Chairperson:

Dated 5/11/2019

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

GOLD Sponsors



SILVER Sponsors



