



SA SECONDARY PRINCIPALS'  
ASSOCIATION INC

# ANNUAL REPORT

2020

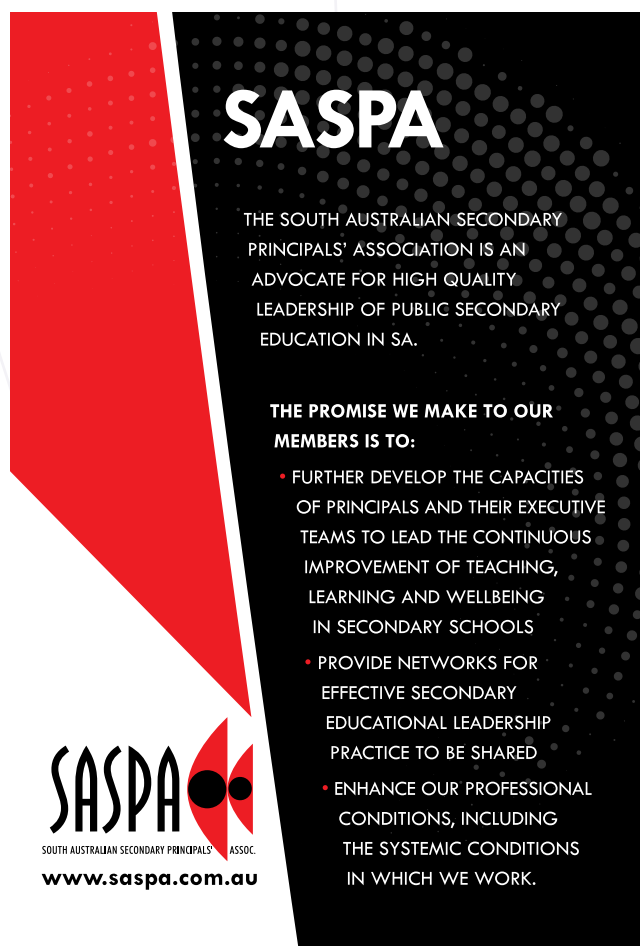
Incorporated Number: A9416

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# Introduction

*The South Australian Secondary Principals' Association (SASPA) is an incorporated body with a membership of 284 leaders of secondary education in the public system. SASPA operates as a professional service provider and education policy advocate working through its peak body, the Australian Secondary Principals' Association (ASPA), nationally and in concert 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 2020, and includes the President's Report and the general purpose financial statements for the calendar year.*



**SASPA**

THE SOUTH AUSTRALIAN SECONDARY PRINCIPALS' ASSOCIATION IS AN ADVOCATE FOR HIGH QUALITY LEADERSHIP OF PUBLIC SECONDARY EDUCATION IN SA.

**THE PROMISE WE MAKE TO OUR MEMBERS IS TO:**

- FURTHER DEVELOP THE CAPACITIES OF PRINCIPALS AND THEIR EXECUTIVE TEAMS TO LEAD THE CONTINUOUS IMPROVEMENT OF TEACHING, LEARNING AND WELLBEING IN SECONDARY SCHOOLS
- PROVIDE NETWORKS FOR EFFECTIVE SECONDARY EDUCATIONAL LEADERSHIP PRACTICE TO BE SHARED
- ENHANCE OUR PROFESSIONAL CONDITIONS, INCLUDING THE SYSTEMIC CONDITIONS IN WHICH WE WORK.

**SASPA**  
SOUTH AUSTRALIAN SECONDARY PRINCIPALS' ASSOC.  
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# From the President



*I am pleased to present the 2020 Annual Report for the South Australian Secondary Principals' Association (SASPA).*

**It is a privilege to report on the work undertaken by SASPA in 2020: truly a year like no other.**

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 for 2020.**

- (i) Members response to helping each-other out during COVID 19 interruptions was truly inspirational. The collaborative and compassionate nature of this network was never more apparent than in the sharing of resources on our dedicated web-page and in the establishment of a MS Teams Professional Learning Community focussing on a series of important leadership questions including: "What are we thinking are the possibilities for a better secondary education program in our schools post-COVID 19?"
- (ii) In partnership with SAPPA and the University of SA, we published important research, "Paradox in the Lives and Work of School Principals", which was authored by Dr Chris Dolan. This research highlights the various tensions faced by contemporary principals as they navigate the external and internal stressors of leading schools and being system leaders. The research is freely available from the SASPA website. In 2021, it forms the basis of a new Professional Learning program, "The Thriving Principal", which SASPA has developed in collaboration with SAPPA.
- (iii) SASPA is a proud partner in the South Australian Learner Profile Pilot Project (2020 – 2021). Together with AISSA and Catholic Education (SA) we have contracted the University of Melbourne's Assessment Research Centre to provide 18 project schools with a process for designing warrantable assessment and recognition credentialing and reporting systems. The project's 2nd year will focus on each school's creation of a Learner Profile to be piloted with a discrete cohort of students. SASPA's six schools have focused on assessing and recognising performance in *Critical Thinking, Intercultural Understanding, Personal and Social Development, and Self-Regulation*. Importantly, the work of this Project is aligned to learner profile activity being developed by the SACE Board of SA, pursuant to its Strategic Plan 2020-2023.
- (iv) In 2019 SASPA took the lead in a collaboration with DfE's Professional Practice directorate and SAPPA that saw the creation of the *Leading World-Class Teaching and Learning Dialogic Framework Poster*. We launched the poster on Thursday 19th March 2020 on what was the cusp of the first wave of COVID 19. It was August before we could bring people back together again to work on the deeper understandings behind the 13 professional practice questions that make up this dialogic framework. Members attending Twilight Seminars in October and November were well supported by Margot Foster and Val Westwell from the DfE's Professional Practice directorate who designed and facilitated our "deep dive" process. There is more work to be done during 2021 in support of the Dialogic Framework, but we have made a very promising start.
- (v) SASPA's relationship with Professor Yong Zhao dates back to 2014. It is a relationship based on our mutual interest in a learner-empowered approach to curriculum and pedagogy. In 2020, Professor Yong Zhao agreed to become a *Thinker-in-Residence*, providing specific mentoring support to four of our schools, Heathfield HS,

# From the President

Marryatville HS, Norwood-Morialta HS and Seaton HS. Regrettably, this program's second semester activity was affected by international travel restrictions due to COVID 19 but will resume in 2021.

- (vi) In 2020 we had 44 participants in the "Unleashing Your Leadership Potential" program for aspiring leaders. This means that 194 Band B leaders have accessed this program during the five year period, 2016 – 2020. Whilst the program was impacted by COVID 19, the work undertaken by the 2020 cohort was of a high calibre.
- (vii) 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 be stable. This affirms the good work of the SASPA Board in a COVID affected year, and validates the various 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 2020. Our results are commendable for a COVID 19 affected year which caused the cancellation of a range of SASPA programs (including "Know Your Impact" with the Northern Adelaide State Secondary Schools Alliance) and large-scale events (including the SASPA annual conference). The Association's good work would not have been possible without the considerable efforts of the 2020 Board and the various Strategic Directions Committee members. I congratulate them for their commitment, enterprise, resilience and wisdom.

In the most unpredictable of years, the 2020 SASPA Board successfully navigated the complexities and uncertainties it faced by staying true to its purpose and to each-other.

# SASPA: A year on a page

## A Year on a Page SASPA 2020 OVERVIEW

The promise that the South Australian Secondary Principals' Association (SASPA) makes, in advocating for public education, is to:

Build the capacity of principals, deputy principals, assistant principals, and aspiring leaders

Facilitate networks for sharing and celebrating highly effective secondary educational leadership practices

Enhance the profession (and the conditions in which the profession works).



### BUILDING LEADERSHIP CAPACITY

#### MEMBERSHIP

284

Full Members

69

Aspiring Leader Members

### PROFESSIONAL DEVELOPMENT

20

Participants in SASPA's newest program, Know Your Impact.

20

SASPA professional learning and networking event dates in total reaching 653 participants

44

Participants in the 2020 Unleashing Your Leadership Potential program.

194

Graduates of the Unleashing Your Leadership Potential (UYLP) Program 2016 – 2020.



### CREATION OF NEW COLLABORATIONS

#### Leading World-Class Teaching and Learning Dialogic Framework Poster

Created in partnership with SAPP and the Department for Education, supported by two SASPA twilight events with members to develop learning resources alongside the poster.

#### Yong Zhao "Thinker in Residence" Program

4 school communities mentored by Professor Yong Zhao to become more enterprising (educationally, socially, and globally)

#### Yong Zhao Network 2

5 school communities working with Professor Yong Zhao on school culture priorities

#### Custom-made professional learning programs for:

The North Eastern Secondary Principals' Network (NESP) – Know Your Impact and Kapunda, Riverton, Eudunda, Nuriootpa, Balaklava, Burra and Clare (KRENBBC) – a Professional Learning Community

#### The SA Learner Profile Project

6 public secondary schools are working with 6 independent and 6 Catholic schools to develop a Learner Profile with the challenge and support of the University of Melbourne's Assessment Research Centre.

#### Leader Supply and Retention

SASPA partnered with 6 other educational leadership Associations to form the "Heads of Associations". This collaboration successfully lobbied for DfE to work with the 7 Associations during 2020-2022 on a suite of projects related to improving the policy and strategic settings for the supply and retention of school and pre-school leaders.

### ENHANCING THE PROFESSION

(AND THE CONDITIONS IN WHICH THE PROFESSION WORKS)

#### SASPA BOARD'S 7 PRIORITIES FOR IMPROVEMENT 2019 – 2020:

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

Research into the paradox of the principalship was conducted through a SASPA, SAPP and University of SA partnership. The final monograph, "Paradox in the Lives and Work of School Principals", was authored by Dr Chris Dolan and distributed to SASPA members in May 2020.



### ADVOCATING FOR PUBLIC EDUCATION

#### VIDEO & SUPPORTING RESOURCE PRODUCTION

- Leading World Class Teaching and Learning Vlogs
- Rethinking Time(tables) 2022+ Online Resources and Videos

4

new online blogs covering good practice and reflections on key issues for a total of 23 blogs.



### MEDIA COMMENTARY

Numerous interviews on radio and commentary for The Advertiser and other print media.



### FINANCE

An operational profit of **\$36,749** for the 2019/20 financial year, reinvested into the organisation for future member benefit. Overall cash balance remained healthy for the 2019/20 financial year



### BUSINESS PARTNERS

**9** Business Partners continued their support through COVID19 restrictions on face to face networking

### FACILITATING NETWORKS FOR SHARING EDUCATIONAL PRACTICE

18

Strategic Direction Group meetings involving

96

members from

49

member schools

[saspa.com.au](http://saspa.com.au)



# Annual Report 2020

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 2020 Annual Report submits evidence of SASPA's realization of this promise.

## Part One: Building Capacity

### (i) Annual Conference – postponed until 2021

The SASPA 2020 Professional Learning Committee, chaired by Jayne Heath, and supported by our Business and Events Manager, Kym O'Loughlin, organised what was to be our annual conference, *Equity and Inclusion: A World Class Education for All*. Sadly, this event became a casualty of COVID 19 and the various restrictions to international and interstate travel, and to mass gatherings at indoor venues.



On the bright side, the event has been rescheduled for Thursday 12th and Friday 13th August 2021 at the National Wine Centre. At the time of writing this report, all of our key-note speakers have reconfirmed with us, including: Professor Gert Biesta (Centre for Public Education and Pedagogy, Ireland), Professor Pasi Sahlberg and Professor Adrian Piccoli (Gonski Institute, University of NSW), Tim Costello AO, Professor Tanya Fitzgerald (University of WA), Associate Professor Scott Eacott (University of NSW) and Dr Amanda Heffernan (Monash University).

The 2021 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.

## (ii) “Unleashing Your Leadership Potential” (Aspiring Leaders’ Program)

Unleashing Your Leadership Potential (UYLP) is a 4 day program for Band B leaders which SASPA has offered annually since 2016. It is designed to explicitly develop the knowledge and leadership dimensions which we refer to as the “Big Ideas”.

- The new learning paradigm
- Empowering the learner
- De-privatising professional practice
- Re-designing secondary schooling
- Transforming schools through innovation
- Facilitating the collision of ideas
- 21st C schools for the connected, global world
- Continuous engagement in school-based reform.

These 8 ideas surfaced from the 100 secondary principals who participated in the Australian Secondary Principals’ Association (ASPA) Talking Heads program. The ideas reflect the understanding that 21st C secondary schools operate as eco-systems. Consequently, school leaders must become “edu-preneurial” in how they adopt innovation and adapt to systemic reforms. Over the past five years, 194 Band B leaders have been through this SASPA program.

There were 44 participants in the 2020 “Unleashing Your Leadership Potential” program.

	Numbers	Country	Metro	Female	Male
<i>Deputy Principals</i>	3	nil	3	3	nil
<i>Assistant Principals</i>	14	2	12	9	5
<i>Coordinators</i>	27	4	23	15	12

**Table 2:** Breakdown of 2020 UYLP Program participation.

The professional learning model used by the SASPA Professional Learning sub-committee, and evidenced through the UYLP program, 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 Jayne Heath for assisting me in the delivery of UYLP 5.0 and to the following leaders who provided principal narratives to the 2020 program – Roley Coulter, Fleur Roachock, Tony Lunniss and David Garrett.

### **Next Steps:**

The “Unleashing Your Leadership Potential” program will be offered again in 2021. SASPA is particularly interested in making this program more inclusive of country members. To this end, it is hoped that one or more of our secondary networks around the state will contract SASPA to provide a regional approach to the delivery of this unique 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 2020, two regional alliances, KRENBBC (mid-north) and NESPN (north eastern metro), took up this option.

**Some of the topics included in these programs were:**

- Planning for impact
- Integrated actions for project, program, and whole school improvement
- Leading change
- Building the capacity of others
- Coaching conversations.

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

If you believe your school or network is ready for a contextualized professional growth model, please ask the SASPA Office 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 2021?**

The SASPA Professional Learning Committee has set an ambitious program of work for 2021 in its quest to further develop the capacities of principals and their executive leadership teams.

In addition to the 2021 Annual Conference on 12th and 13th August, the Professional Learning Committee will oversee the following events:

- "The Thriving Principal" a SASPA/SAPPA Communities of Practice collaboration (commencing Monday 15th March).
- "Unleashing Your Leadership Potential" Band B Leaders Program (commencing Monday 22nd March with 3 other face-to-face sessions to follow).
- "Know Your Impact" a new Band B Leaders Program for schools or secondary alliances. This program is dedicated to a personalized and contextual approach to fulfilling one's leadership ambitions over the school year.
- "Merit Selection: Maximising Your Success" (late Term 1 or early Term 2) for SASPA members interested in receiving advice on writing an application and a curriculum vitae, preparing for an interview, and supporting referees to comment on one's work.
- "Are Algorithms the New Calculus?" a conference for leaders of Mathematics and STEM education on Monday 28th June. (This is a SASPA/MASA collaboration.)
- "Twilight Seminars" will be spread across the year and, for the most part, will be dedicated to curating resources that support the use of our Dialogic Framework Poster in schools.

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



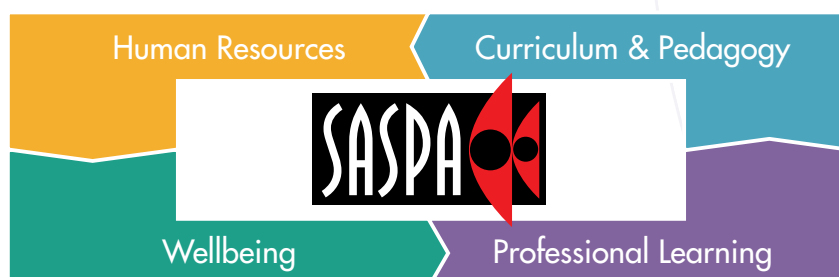
Members of the 2020 UYLP cohort discussing the role of innovation in school transformation.

## 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, but they

also explore solution-focused conversations designed to consolidate feedback to the Department on a range of policies, procedures and practices which impact on the work of secondary educational leaders.



(a) *Curriculum and Pedagogy* (Convener: Penny Tranter; Deputy Convener: Karla Pobke)

### The Influence We Seek

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

### 2020 Priority Work

#### Building Leadership Capacity:

- Provide ongoing professional learning opportunities that align to Curriculum and Pedagogy priorities in partnership with the Professional Learning strategic directions group.
- Provide opportunities for collaboration and sharing of highly effective practice (including through focus and sub-groups where relevant).

# Annual Report 2020

- Develop and provide implementation strategies for contemporary world class teaching and learning consistent with the:
  - ASPA Monograph, *Beyond Certainty: A Process for Thinking About Futures in Australian Education*
  - SASPA, SAPPA & DfE Dialogic Framework Poster, *Leading World-Class Teaching and Learning: Navigating the Curriculum to Develop Expert Learners*
  - a “modernised” SACE (including understandings that emerge from the SA Learner Profile pilot project).

## Influencing Policy and Practice:

Actively seek out opportunities to co-design, consult and provide feedback to Departmental initiatives that align to SASPA Curriculum and Pedagogy priorities (including the Year 7 into Secondary project, Languages Strategy/Internationalism, VET Strategy, Literacy/Numeracy improvement and the Aboriginal Education Strategy).

## The forty-one members of the 2020 Curriculum and Pedagogy Committee were:

Andrew <b>Dickinson</b>	Nuriootpa HS	Meg <b>Fay</b>	The Heights School
Bronte <b>Nicholls</b>	Adelaide Botanic HS	Michelle <b>Cordera</b>	Marden SC
Bruce <b>Oerman</b>	Oakbank AS	Natasha <b>Woodcock</b>	Henley HS
Casey <b>Freeman</b>	Unley HS	Parul <b>Joshi</b>	DfE Secondary Directorate
Jarrod <b>Chave</b>	Aberfoyle Park HS	Penny <b>Tranter</b>	Seaview HS
Jason <b>Loke</b>	Blackwood HS	Pepe <b>Bouzas</b>	Roma Mitchell SC
Jeane <b>Schocroft</b>	Open Access	Peter <b>Mader</b>	SASPA
Jenny <b>Johns</b>	Unley HS	Peter <b>McKay</b>	Paralowie School
Jeremy <b>Cogan</b>	Glenunga IHS	Peter <b>Philp</b>	KICE
Julie <b>Ferguson</b>	Marryatville HS	Rodney <b>Mangos</b>	Thebarton SC
Karen <b>Bond</b>	Le Fevre HS	Ross <b>Wall</b>	Heathfield HS
Karla <b>Pobke</b>	Playford IC	Ryan <b>Brown</b>	Aberfoyle Park HS
Kirsty <b>Gebert</b>	Adelaide Botanic HS	Sandra <b>Greenan</b>	Adelaide HS
Laura <b>Luongo</b>	DfE: Para Hills	Sarah <b>Chambers</b>	Mitcham GHS
Lee <b>Knight</b>	Underdale HS	Sonia <b>Pringle</b>	Balaklava HS
Lia <b>Tedesco</b>	School of Languages	Sue <b>Richards</b>	Blackwood HS
Liz <b>Rankine</b>	Gawler B-12 School	Tahlia <b>Harman</b>	Banksia Park IHS
Lyndon <b>Parry</b>	Marryatville HS	Tania <b>Duff-Tyler</b>	Golden Grove SS
Mark <b>Hodgson</b>	Salisbury East HS	Toni <b>Carellas</b>	Henley HS
Mary-Lou <b>Michael</b>	Charles Campbell College	Warren <b>Symonds</b>	Mount Barker HS
Matt <b>Verdon</b>	ASMS		

## Work undertaken in 2020 to advance the committee’s priority work included:

- advice and feedback to the DfE Learning Improvement division on the Curriculum Materials aligned to the Australian Curriculum
- advice to the DfE Pathways directorate on the implementation of reforms to VET in Schools

- developing further thinking and materials in support of the use of the SASPA/DfE/SAPPA Dialogic Framework poster in schools
- advocacy for the importance of the General Capabilities (through a variety of initiatives including the SA Learner Profile Pilot Project and the various ACARA projects including Learning Progressions).

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 Department's production of Curriculum Documentation materials and the Department's implementation of the VET Review.

**Human Resources** (Co-Conveners: Richard Abell & Peter Kuss; Deputy Convener: Tony Sims)

### *The Influence We Seek:*

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.

This includes strategic revisions to HR Policies, Procedures and Practices to improve issues of Leader, Teacher and SSO supply, professional growth, and movement (regardless of a school's location or Index of Disadvantage).

### *2020 Priority Work:*

- Sharing innovative HR practice – e.g., Reconfiguring leadership ready for Year 7 into HS, Rescoping the school's SSO HR profile etc.
- **Improved Recruitment & Selection Procedures:**
  - Staff mobility and issues around tenure.
  - Solving the end of year 'game' scenario.
  - Re-framing the role of DfE HR consultants.
- Problem-solving the issue of Principal Supply.

The twenty-six members of the 2020 Human Resources Committee were:

<b>Ali Bogle</b>	Minlaton Area School	<b>Luke Smith</b>	Woodville HS
<b>Alistair Brown</b>	Adelaide Botanic HS	<b>Matthew Zviedrans</b>	Golden Grove HS
<b>Alix Verdon</b>	ASMS	<b>Matt Verdon</b>	ASMS
<b>Anthony van Ruiten</b>	Willunga High School	<b>Mike Sadlier</b>	Tintinara Area School
<b>Bronwyn Eglinton</b>	Banksia Park IHS	<b>Mira Vukcevic</b>	People & Culture
<b>David Carter</b>	Norwood Morialta HS	<b>Nathan Cini</b>	Playford IC
<b>David Harriss</b>	Underdale HS	<b>Nigel Gill</b>	The Heights
<b>Dylan Muzyka</b>	Le Fevre HS	<b>Peter Kuss</b>	Golden Grove HS
<b>Eva Kannis-Torry</b>	Thebarton SC	<b>Peter Mader</b>	SASPA
<b>Greg Rolton</b>	Unley High School	<b>Richard Abell</b>	Seaton High School
<b>Greg Wiese</b>	DfE: People & Culture	<b>Roy Page</b>	Heathfield HS
<b>John Tiver</b>	Marryatville HS	<b>Tim Kloeden</b>	Glenunga IHS
<b>Kathy Champion</b>	Riverton HS	<b>Tony Sims</b>	Mitcham Girls' HS



A major piece of work the SASPA HR Committee undertook in 2020 was in relation to the recruitment exercise for Year 7 into High School. The committee was active in its work with DfE People and Culture to find the most effective and efficient means by which this recruitment exercise could be undertaken. Any frustrations experienced by school leaders during the piloting of this new process were addressed quickly and responsively by DfE's People and Culture division. It is worth pointing out that the impact of COVID 19 on the timings of this recruitment exercise was the cause of most, if not all, of these frustrations.

### *Rethinking Time(tables) 2022+ Forum:*

On Monday 21st September, SASPA and its Department for Education partners – the Year 7 into HS project team and the Further Education and Pathways directorate - held a forum for 90 secondary leaders from 50 schools to explore the timetabling possibilities emerging from a range of converging reform agendas. From 2022, secondary schools will accommodate the curriculum, learning and well-being needs of Year 7 students, at the same time as they introduce a coherent approach to Career Education and recalibrate how VET access is organised in response to funding changes. Within a similar timeframe, secondary schools will need to strategize how students are given ample opportunities to develop and evidence skills and capabilities within their SACE studies. Alongside these student learning agendas is the need for schools to optimise teacher collaboration time.

Case Studies shared at this forum are available in video and powerpoint presentation formats at:

<https://www.saspa.com.au/2020/09/24/rethinking-timetables-2022-resources-page/>

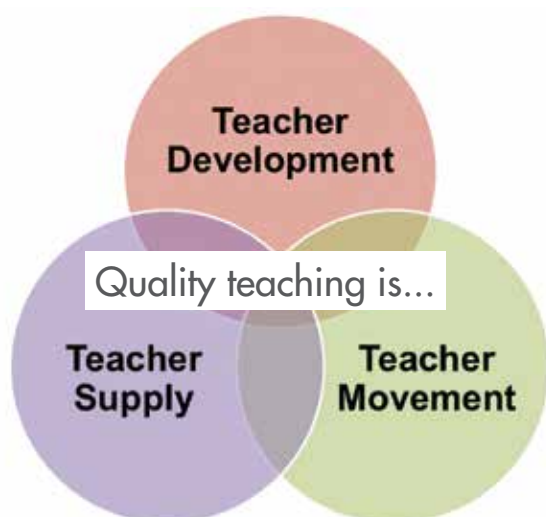
The key guiding principles to emerge from these discussions were:

1. Transforming a school's timetable is a whole-of-school change: it delivers on the school's purposes, and impacts what is to be taught and how it is to be taught, every bit as much as when it is to be taught, where it is to be taught and by whom.
2. Settling major changes to a school's timetable requires a transparent and defensible internal process: one which actively calls for targeted ideas from stakeholders (students, staff, and community) and, since there will always be competing demands under consideration, has a clearly articulated procedure for making decisions and communicating the outcome.
3. A school's timetable should be effective, efficient, and equitable: i.e., the "3 E's". It should deliver the most effective teaching and learning program possible. But, in designing this "fit for purpose" timetable construct, the school will need to address various issues of equity for students and staff and, where possible, achieve efficiencies related to the use of funds, the use of space and the use of human resources.



Table Talk at our Rethinking Timetables 2022+ Forum

In 2020, the HR Committee continued to work with the Department for Education's People & Culture division to find opportunities to collaborate on work-force improvements



### *Key Questions for Policy Makers and Policy Users:*

What are the enabling conditions – policies, procedures, practices, and attitudes – that will produce quality teaching in DfE classrooms for the 3rd decade of the 21st C?

What are the disabling conditions – policies, procedures, practices, and attitudes – that are holding us back from achieving quality in every DfE classroom?

Will a focus on Teacher Supply, Teacher Growth and 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?

## **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**  
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...

**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 engaged in developing ideas for improving leadership supply and retention. This work has since been taken up by the Heads of Associations (i.e., the presidents of the 7 associations in SA representing the interests of principals and pre-school directors) who will work collaboratively with DfE's People and Culture during 2021 to find solutions to problems of leadership supply and retention through three inter-related projects:

- contemporary school leadership structures
- recruitment and selection transformation
- strengthening our country workforce profile.

On behalf of the Association I would like to congratulate Richard Abell and Peter Kuss and their 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.

# Annual Report 2020

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

### *The Influence We Seek:*

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 with DfE work groups (including DfE Organisational Culture & Capacity).

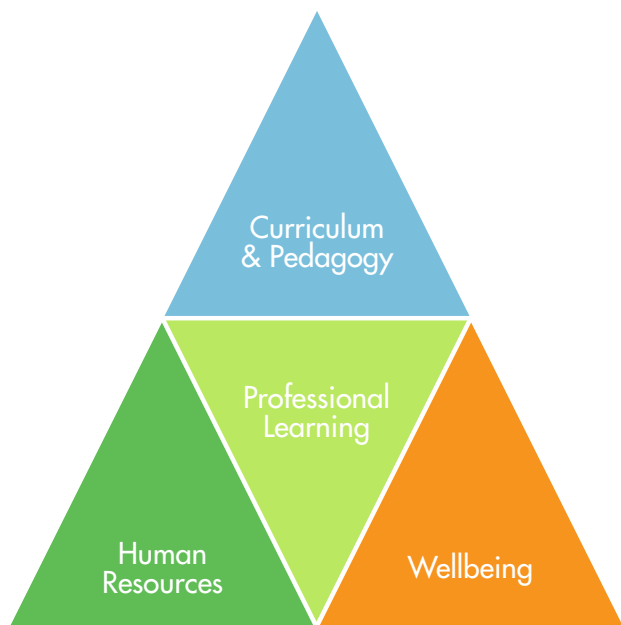
### *2020 Priority Work:*

- Continue to have the SASPA "Education in the 21st C" paper and the SASPA/DfE/SAPPA Dialogic Framework Poster at the centre of our 2020 Professional Learning work.
- Continue to work with DfE on the support of leaders in schools around accessing relevant, high quality professional learning.

The eighteen members of the 2020 Professional Learning Committee were:

Anne Thornton	Ocean View College
Kerry Williams	Playford IC
Cez Green	Adelaide HS
Kristina Palmer	DfE Secondary Years
Clayton Disley	DfE Year 7 into HS
Natasa Penna	Glenunga IHS
Craig Duguid	DfE Secondary Years
Peter Mader	SASPA
Deb Merrett	DfE: Orbis
Donna Mason	Adelaide Botanic HS
Rogan Tinsley	Seaview HS
Jason Loke	Blackwood HS
Rosie Heinicke	Craigmore HS
Jayne Heath	ASMS
Sharon Illingworth	Plympton IC
Joslyn Fox	Urrbrae AHS
Sue Burtenshaw	Stuart HS
Robyn Gifford	DfE: Organisational Capacity & Culture

The Conference Planning Committee is a sub-committee of Professional Learning and, in 2020, it consisted of Jason Loke, Jayne Heath, Kym O'Loughlin, Peter Mader, Penny Tranter and Sue Burtenshaw. Whilst we had to cancel the actual event, I can assure members that the Planning Committee did a great job in its organization. Ironically, we were probably 2 months ahead of our normal schedule of work when COVID 19 struck.



**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., *Unleashing Your Leadership Potential* Program for Aspiring Leaders and our new Secondary Alliance-based Leadership Program, *Know Your Impact* - has been outlined and celebrated. I would like to draw your attention to how we responded to the difficulties we faced in 2020.

Members response to helping each-other out during COVID 19 interruptions was truly inspirational. Some of the silver linings out of COVID 19 included the establishment of a dedicated SASPA web-page where a range of resources were shared, and the establishment of an online Professional Learning Community which focused on a series of hopeful questions including: “What are we thinking are the possibilities for a better secondary education program in our schools post-COVID 19?” Our special guest at one of these online forums was Valerie Hannon, Director, Innovation Unit (UK). Valerie had previously agreed to facilitate a one-day Masterclass event scheduled for June 2020, before COVID 19 put a stop to international travel. Valerie’s online contribution was recorded and can be accessed by members from our You Tube channel.



Valerie Hannon presenting to SASPA's online PLC.



On behalf of the Association I would like to congratulate Jayne Heath and her team for the energy, enthusiasm, and expertise they provided during 2020. It was a difficult year for face-to-face professional learning events, but we were able to adapt. Jayne established a well-attended online Professional Learning Community which addressed various educational issues we faced with COVID 19. With the assistance of DfE's Professional Practice directorate we were able to introduce live streaming to the various Dialogic Framework Poster twilight seminar activities we undertook in Term IV. Some rather effective "pivoting"!

**(iv) Wellbeing** (Convener: Meredith Edwards; Deputy Convener: Kirsty Amos)

## ***The Influence We Seek:***

SASPA will work with the Department for Education on those systems, policies, procedures, and practices that are designed to support student wellbeing in our schools and attend to the wellbeing of school leaders and their staff. This includes strategizing solutions to the workload intensification experienced by leaders as understood in the SASPA, SAPP & University of SA research, "Paradox in the Lives and Work of School Principals" and in the ACU & Deakin University research into "Principal's Occupational Health, Safety & Wellbeing".

SASPA will work with the Department for Education to implement strategies in response to the recommended actions from Dr Philip Riley's 2020 report on the 2019 Principals' Health and Well-Being survey.

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.

## **2020 Priority Work:**

1. Continue to work with the Department for Education on potential improvements to Student Support Services and Student Wellbeing.
2. Continue to work with the Department for Education on potential improvements to the health and wellbeing of leaders (including ways to reduce leaders' workload).
3. Continue to work with the Department for Education on improving the working relationship we have with school leaders with its Corporate sector.
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-two members of the 2020 Wellbeing Committee were:**

<b>Amanda Walsh</b>	Norwood-Morialta HS	<b>Justin Kentish</b>	Adelaide Botanic HS
<b>Ashley Fowler</b>	Banksia Park IHS	<b>Kathleen Hoare</b>	DfE Learning & Behavior
<b>Caterina Davis</b>	Glenunga IHS	<b>Kirsty Amos</b>	Moonta Area School
<b>Ceri-Jane Price</b>	Mitcham Girls HS	<b>Kristy Power</b>	Golden Grove HS
<b>Cheryl Malone</b>	DfE Student Support	<b>Meg Fay</b>	The Heights
<b>Colette Bos</b>	Henley HS	<b>Meredith Edwards</b>	Woodville HS
<b>Connie Soltysiak</b>	DfE Principal Consultant	<b>Peter Mader</b>	SASPA
<b>Darryl Ashby</b>	Roma Mitchell SC	<b>Reece Spaans</b>	Craigmore HS
<b>Glenys Thompson</b>	ASMS	<b>Robyn Hearl</b>	Marden SC
<b>Jason Schutt</b>	Norwood-Morialta HS	<b>Sharon Illingworth</b>	Birdwood HS
<b>Jenni Cook</b>	Mount Barker HS	<b>Shaun Walsh</b>	Southern Learning Centre

In 2020 SASPA's Wellbeing committee provided:

- feedback on the implementation of the IESP strategy
- feedback on the Department's response to Occupational Violence
- feedback on a variety of Departmental policy revisions
- feedback on a range of student services related matters (including improved processes for the appointment of school-based psychologists)
- input into the design and planning of a SASPA Wellbeing event for 2021.

The scope of work for SASPA's Wellbeing committee in 2021 includes partnering with the SASPA Professional Learning committee on "The Thriving Principal" program and designing and facilitating a series of ½ day or full-day DfE policy and practice events for Band B leaders. The relationship between policy and practice will be explored through a range of Department for Education strategies including IESP, One Child One Plan, FLO, Behavior, Mental Health, and/or Responding to Suicide Ideation and Self-Harm. Details of these programs will be made available to members early in 2021.

## Response to Occupational Violence

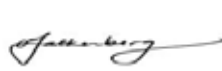
Your safety is our priority.



**Laura Schonfeldt**  
Executive Director,  
People and Culture  
Department for Education



**Lara Golding**  
Branch President,  
Australian Education Union



**Angela Falkenberg**  
President,  
South Australian Primary  
Principals Association



**Peter Mader**  
South Australian Secondary  
Principals Association



SASPA was a signatory to this important workplace safety commitment from the Department.

On behalf of the Association I would like to congratulate Meredith Edwards and her team. The 2020 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.

I take this opportunity to thank Meredith for her work as convener of SASPA's Wellbeing committee (2018 – 2020) and for her service on the SASPA Board (2017 – 2020). Her leadership and wisdom will be sorely missed.

In Meredith's absence, Kirsty Amos, Principal, Parafield Gardens High School (and prior to this, Moonta Area School) will assume the role as convener of the SASPA Wellbeing Committee (2021).



Professor Pat Thomson congratulated on becoming a SASPA Life Member by current President, Peter Mader, and former presidents, Jan Paterson and Dr Jim Davies.

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

In 2020 we continued to strengthen SASPA as a key advocate for public education in South Australia and an important collaborator with the Department for Education and the SACE Board of South Australia.

### *COVID 19 Response:*

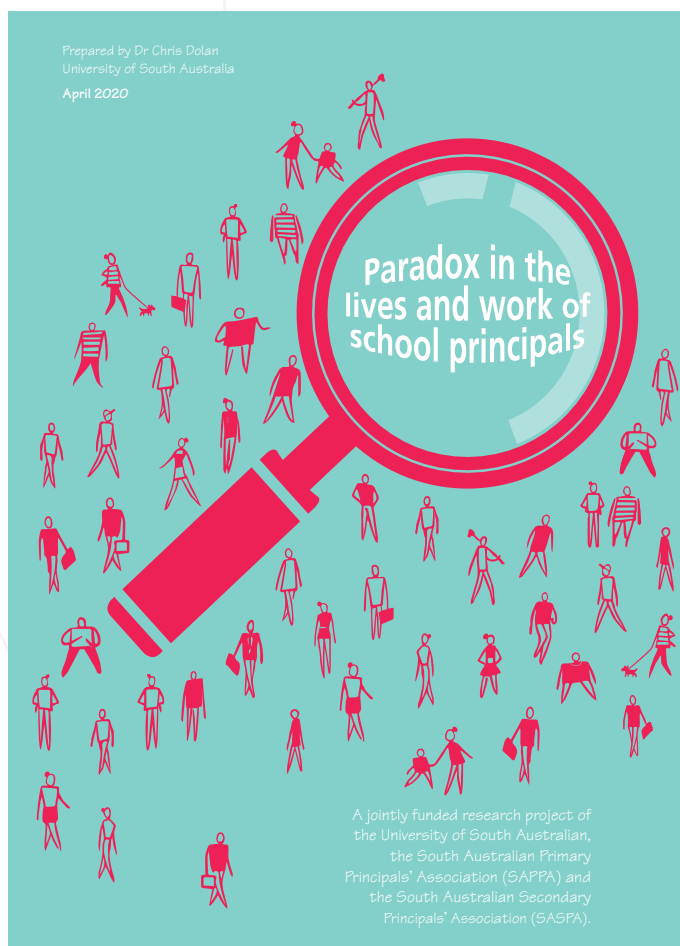
When the first wave of COVID 19 struck in mid-March 2020 members response to helping each other was truly inspirational. The collaborative and compassionate nature of this professional network and its commitment to high quality public education was never more apparent than in the sharing of resources on our dedicated web-page, "Educating in the Times of COVID 19: Shared Resources to Support the New Ways of Working". And, whilst the COVID related interruption to school programs was less pronounced than first expected, we did see significant closures to a handful of sites including Unley High School, Thebarton Senior College, Roma Mitchell Secondary College and Woodville High School. Phil Cashen's much read interview of Eva Kannis-Torry about the experiences of leading a school through a COVID 19 closure was a reminder of the complexities we face within the principalship.

### *Paradox in the Lives and Work of School Principals: Launched in May 2020*

The role of principals in South Australia's public education system is as complex as it is rewarding. Leadership aspirants, once in steady supply, are now deterred from applying for principal vacancies by the complexity and high workload associated with the role. The longitudinal study into Principals' Health and Wellbeing conducted by Professor Philip Riley reinforces this view and recognises a range of factors impacting on current principals that present as a disincentive to principal aspirants.

Riley's research identifies multiple stressors impacting on the welfare of the nation's principals. From a workload perspective, his report regularly recommends to employing authorities that they should "either reduce the job demands or increase the support for principals to complete the job demands or, preferably, do both". In South Australia, apart from a 0.1 FTE teacher allocation provided to public education principals as a feature of the 2016 Award, there has been little done to improve the principal's lot during a time of increased accountability and diminished autonomy.

With this as our context, the South Australian Secondary Principals' Association (SASPA) and South Australian Primary Principals' Association (SAPPA), approached the University of South Australia in 2018 to arrange for Dr Chris Dolan to conduct research into the complexity of principal's work.



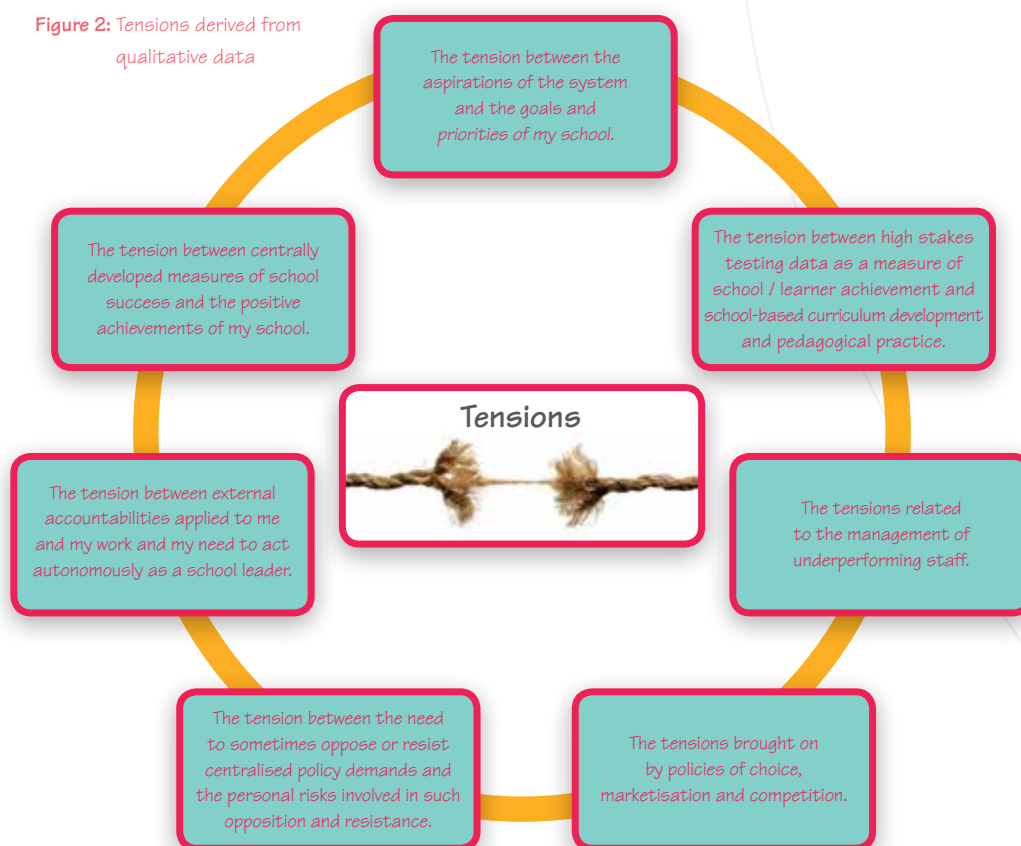
We understood that there were a range of tensions for principals in fulfilling the dual roles of school community leader and system leader. By identifying these tensions, and deepening our understanding of their effect, we sought more detailed insights into the shaping of principals and their work inside of the current reform agenda and envisaged the surfacing of more hopeful possibilities for the future of our profession.

In our joint planning, Dr Dolan's research was designed around themes of tension, ambiguity, and paradox. A mixed-methods approach was formulated involving distinct, but connected, qualitative and quantitative projects. Beginning with the qualitative project, a series of in-school interviews was conducted with 10 primary and 10 secondary principals to gather contextually rich data about the experiences and perspectives of individuals. Subsequently, in the quantitative project, all principal members of SAPPa and SASPA (i.e., primary, secondary, and combined primary-secondary) were invited to complete a survey, with 180 principals responding. The combined data from this two-part research project was rich with information about the causes of the various ambiguities, contradictions, and tensions in the work of contemporary principals, and strategies for how best to manage them.

*Paradox in the lives and work of school principals is important research.*

Dr Dolan's findings highlight the various tensions faced by contemporary principals as they navigate the external and internal stressors of leading schools and being system leaders. In providing a deeper insight into "what is", his study illuminates the constitutive role that tension plays in the lives and work of principals. By extension, it highlights the heterogeneity of the principal cohort, underlines the importance of principal participation in a debate about the broader purposes of schooling, and works as an antidote to idealised, narrow and homogenised depictions of who principals are and what they do. More ambitiously, *Paradox in the lives and work of school principals* signposts "what could be" for the profession; helping imagine what it would take to achieve a more participative and harmonised approach to how public education policy is conceived, settled and enacted, and how the role of the school principal could be reconceptualized.

**Figure 2:** Tensions derived from qualitative data





## *Working with the Department for Education:*

SASPA members have contributed to a range of committees and working parties both locally and within the Department for Education's various corporate work groups. Our Association's 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, and it helps if these can be presented as "one voice".

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 SASPA President's work, and one in which all Board members have played a supporting role.

In addition to the professional learning and strategic directions work undertaken by SASPA in 2020 our Association was very active in its advocacy role for secondary leaders and its lobby to improve the system in which they work.

In 2020, the SASPA President was instrumental in forming the Heads of Associations (HoA), a collaboration which effectively lobbied the Minister for Education and the DfE Chief Executive to include us as partners in a raft of DfE projects associated with the issues of Leadership Supply and Retention.

### **The three inter-related projects for 2021 are:**

- contemporary school leadership structures
- recruitment and selection transformation
- strengthening our country workforce profile.

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 members do not want their Board to be passive recipients of policy. Rather, they want the SASPA Board to be active in the generative work of developing ideas for system improvement, and they want to participate in the development of those policies, procedures, and practices that are designed to solve the various problems associated with leading our schools. In 2020 we made some positive steps forwards with this way of working, and it is a strong foundation upon which to build our 2021 priority work.

## *Good Practice Blog / Reflections on Key Issues in Secondary Education*

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 23 posts (including 4 posts during 2020) and has gone on to include some topical essays related to contemporary professional interests and issues.

- Thebarton Senior College and COVID 19
- COVID 19: Compromised Schooling and the True Nature of Educational Disadvantage
- COVID 19: Principals Begin to Reflect
- Pat Thomson: A Recent Visit to South Australia
- 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)
- Retired Principal Reflections (Rob Shepherd)
- 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
- Retired Principal Reflections (Susan Hyde, Tony Green, Martin Rumsby, Lynne Symons & Paul Wilson)
- 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, who gives us such great clarity into matters impacting secondary educational leadership.

In 2021, the SASPA blogs will continue with a focus on the changing nature of the work of secondary principals.

# Annual Report 2020

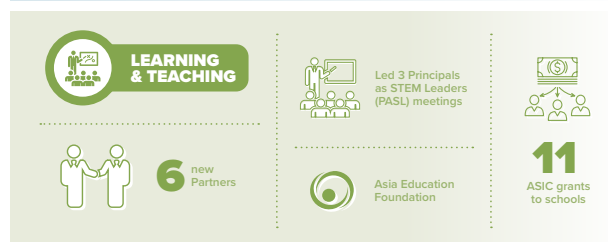
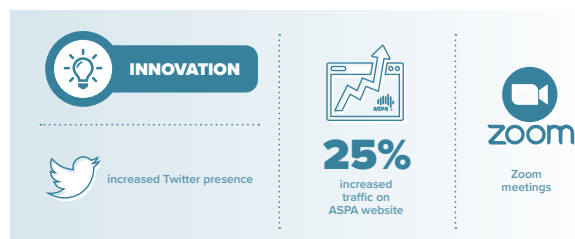
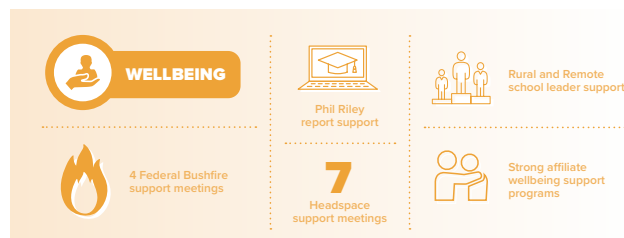
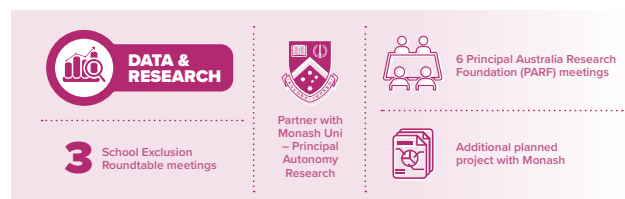
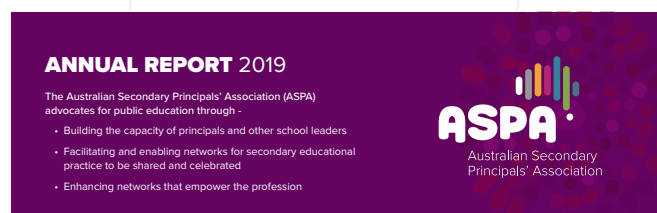
## Part Four: Australian Secondary Principals' Association (ASPA)

The work of SASPA connects to the Commonwealth arena and this remains 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 period 2018 – 2020, my role has been that of ASPA Vice President.

Through ASPA, we influence and work with many important national and international bodies. 2020 has been a year where we have seen a strengthened relationship with ACARA and AITSL nationally.

The timings for annual reporting differ between ASPA and SASPA. To give SASPA members a clearer sense of the reach of our national body I include an infographic version of the 2019 ASPA Annual Report.



## Part Five:

# SASPA's Operations

### (i) The 2020 SASPA Board

Board Member	Site	Meetings	Attendance
Richard Abell	Seaton High School	7	5
Toni Carellas	Roma Mitchell Secondary College	7	5
Clayton Disley	DfE Year 7 into HS Project	7	7
Craig Duguid	DfE Secondary Years Directorate	7	6
Meredith Edwards	Woodville High School	5	3
Caroline Fishpool	Wirreanda Secondary School	7	5
Nigel Gill	The Heights	7	7
Kym Grant	Mark Oliphant College	7	5
Cezanne Green	Adelaide High School	7	5
Jayne Heath	ASMS	7	7
Rosie Heinicke	Craigmore High School	7	6
Wendy Johnson	Glenunga International High School	7	7
Grant Keleher	Yorke Central School	7	6
Peter Kuss	Golden Grove High School	7	5
Peter Mader	SASPA Office	7	7
Peter McKay	Paralowie School	7	7
Peter Philp	Kangaroo Island Community Education	7	7
Fleur Roachock	Grant High School	7	7
Penny Tranter	Seaview High School	7	7
Observers	Site	Meetings	Attendance
Kirsty Amos	Moonta Area School / PGHS	7	6
Eva Kannis-Torry	Thebarton Senior College (President Elect)	3	3
Karla Pobke	Playford International College	7	7
Tony Sims	Mitcham Girls' High School	7	6



I would like to acknowledge the significant work of the 2020 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 2021 SASPA Board is very pleased to welcome the additions of Eva Kannis-Torry (SASPA President and Principal, Thebarton Senior College), Kirsty Amos (Principal, Parafield Gardens High School), Kirsty Gebert (Assistant Principal, Adelaide Botanic High School), David Garrett (Principal, Loxton High School), John Harris (Principal, Naracoorte High School), Karla Pobke (Deputy Principal, Parafield Gardens High School) and Anthony van Ruiten (Principal, Willunga High School).

The 2020 SASPA Board farewelled the following members: Craig Duguid, Meredith Edwards, Kym Grant, Grant Keleher, Peter Philp, and Fleur Roachock. These members have given tremendous service to the Board and have represented the interests of SASPA's membership with integrity and wisdom.

Much of the Board's 2020 work has focused on a change to our governance structure and on our strategic planning and influence mapping.



The SASPA Board's Journey Map:

"Before you know where you are going you have to understand where you have been."

## (ii) Governance

From 2021, the remit of the school-based SASPA President will be to lead the Association's governance agenda – i.e., chair the SASPA Board and shape its strategic directions. The full-time paid leadership role currently invested in SASPA's operational work – i.e., 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 – will be performed by a newly created position of Chief Executive, effective from January 2021.

Acting on advice provided by Andersons Solicitors in April 2019, the Board was apprised of its need to address the risks associated with having an elected officer (i.e., President) responsible for the Association's governance whilst also performing the paid full-time operational work at the direction of the very same Board controlled by the President.

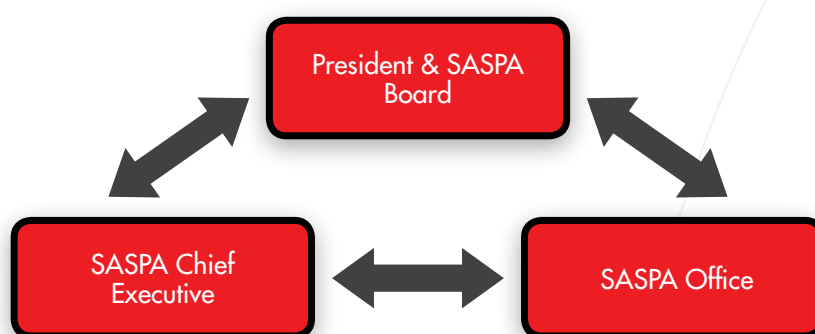
The Board's Governance sub-committee worked for approximately one year with the SASPA Board to settle on the best response to the legal advice obtained from Andersons Solicitors.

At its 8th May 2020 Board meeting it was agreed that:

- from 2021, SASPA would have a full-time Chief Executive (recruited and selected by the 2020 SASPA Board) to oversee and undertake the operations of the SASPA business, and
- the membership would elect a school-based President to oversee the governance of the Association.

Essentially this means that SASPA will operate much like other organisations with which members would be familiar; for example, the South Australian State School Leaders Association (SASSLA) which has an elected Board Chairperson (Marion Coady) and an appointed Chief Executive (Phil O'Loughlin).

So, from next year the SASPA Board will be chaired by its newly elected President, Eva Kannis-Torry (2021-2023) and I will be SASPA's Chief Executive for 2021. Members should understand that my appointment to the Chief Executive role is an interim arrangement borne out of some unique circumstances (including the timing of changes to our governance structure and the immediate impact of COVID 19). I am hopeful that some SASPA members will aspire to the 2022+ Chief Executive role and will express an interest to the Board when the time comes.



SASPA's governance and operational structure for 2021+.

### (iii) Progress on Priority Work

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

	<i>Progress:</i>
<b>Leader's Work</b> Addressing workload intensification issues productively through problem solving leader's concerns with the Department.	<p>The SASPA Board understands that there are four inter-related issues – job preparation, job attraction, job demands &amp; job supports – that are wrapped up within the much bigger systemic issue of principal supply and retention, which is a system problem that SASPA and other leader associations want to work with the Department for Education to solve.</p> <p>During 2020, SASPA's President was instrumental in forming the Heads of Associations (a collaboration of 7 principal and pre-school director associations) which was able to gain the support of the Minister for Education and the DfE Chief Executive for our inclusion as partners in a raft of 2020-2021 Department for Education projects associated with the issues of Leadership Supply and Retention.</p> <p><b>The three inter-related projects are:</b></p> <ul style="list-style-type: none"> <li>• contemporary school leadership structures</li> <li>• recruitment and selection transformation</li> <li>• strengthening our country workforce profile.</li> </ul> <p>It is hoped that a focus on these will go some way towards solving the bigger problem.</p>

# Annual Report 2020

	<i>Progress:</i>
<p><b>Teaching Quality</b></p> <p>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 importance of finding short to medium term improvements to the effectiveness and efficiency of the recruitment and selection process.</p> <p>The Year 7 into HS project's pilot process for recruiting and selecting permanent primary teachers into secondary school vacancies trialled innovations such as the use of Harrison McMillan recruitment services for sorting and sifting through applicants to vacancies and the uploading of video statements from aspirants. Most secondary leaders found this process to be one worthy of more widespread use across the system.</p> <p>There is a bigger piece of work – i.e., how to best differentiate the recruitment and retention of teachers, leaders and SSOs to better address the equity issues of country and low-SES schools - that remains a priority into 2021.</p>
<p><b>Teacher's Work</b></p> <p>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.</p>	<p>A Dialogic Framework Poster based on the original SASPA <i>Educating in the 21st C</i> paper was developed in 2019 by SASPA and its project partners – SAPPa and DfE Professional Practice.</p> <p>The "Leading World-Class Teaching and Learning" poster had a "soft launch" in March 2020. The Dialogic Framework Poster was always meant to become a hyperlinked online resource with a range of support materials designed to take users more deeply into each of the 13 questions pertaining to curriculum and pedagogy. In Term IV we were finally able to bring SASPA and SAPPa members to work on developing and curating much needed support materials.</p>

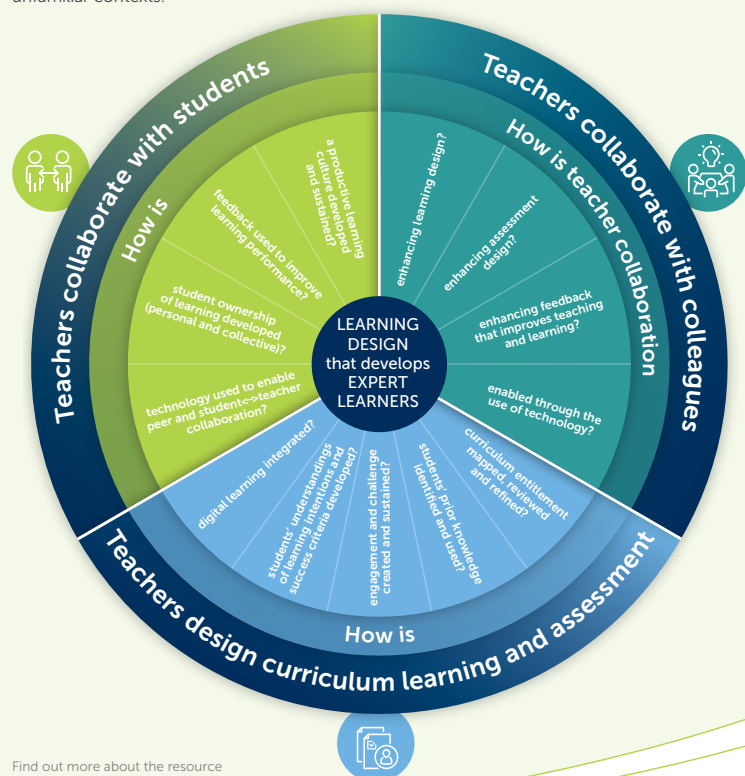
Progress:

## 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.<sup>1</sup>



Find out more about the resource  
<http://TLinSA.2.vu/LeadingWorldClassTchLrn>

<sup>1</sup> This resource is informed by the 4 domains of the SA Teaching for Effective Learning (TTEL) 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.



### 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.

The DfE/SASPA/SAPPA Dialogic Framework Poster, "Leading World-Class Teaching and Learning" was launched in March 2020 and provides 13 questions to sharpen the focus for professional growth in our schools.

SASPA's Professional Learning group's activity was impacted by COVID 19 during 2020 but it did manage two events in Term IV which were dedicated to creating additional material as supports to the Dialogic Framework Poster.

	Progress:
<p><b>Equity</b> 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 of issues. This paper has 7 elements:</p> <ul style="list-style-type: none"> <li>• creating a common and agreed definition</li> <li>• applying an equity lens on DfE policy and practice</li> <li>• HR policy and practice for equity and excellence in our schools</li> <li>• school improvement across the system that is underpinned by equity and excellence</li> <li>• funding schools for equity and excellence</li> <li>• school appearance for equity and excellence</li> <li>• disrupting patterns of secondary enrolment to minimise the effects of academic segregation.</li> </ul> <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 was to be titled <i>Equity &amp; Inclusion: A World Class Education for All</i>. It will now become the title and focus of our 2021 annual conference.</p>
<p><b>Achievement Growth</b> 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>
<p><b>Leader Wellbeing</b> 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>In 2019-2020, SASPA and its project partners, SAPPa and the University of SA, undertook a study of "paradox in the lives and work of school principals". The productive tensions identified in this research (authored by Dr Chris Dolan) helped us to design a new professional learning program, "The Thriving Principal". This fit-for-purpose program will be launched in collaboration with SAPPa on Monday 15th March 2021.</p>

## (iv) Membership

We have undertaken an analysis of our membership because we want to be sure that we have a broad-based representation from schools with a secondary enrolment in SA.





The membership has plateaued which indicates that we retain our relevance with secondary leaders.

Two strategies have helped to maintain membership numbers:

- (i) the Unleashing Your Leadership Potential program and
- (ii) the creation of school-based aspiring members' category.

**Graph 1:** Comparison of member numbers 2014 – 2020.

Currently we have 284 individual full members, 48 aspiring leader members and 8 life members. This means a total membership of 340 (which is a decrease from the 2019 result of 357).

Our members are deployed across 92 Department for Education schools or sites (an increase of 3 sites compared to our distribution of the 2019 membership).

In 2020, SASPA members from 49 different schools were represented on our committees. Essentially this means that 53% of our member schools have direct, regular engagement through the SASPA Board and its standing committee structures.

#### (v) Finances

SASPA is very appreciative of the annual grant provided by the Department for Education. We maintain that this financial contribution represents great value for the agency who indirectly benefit from all work undertaken by our Association since all of our members are Departmental employees.

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 third 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 less than in 2019). COVID 19 restrictions have certainly impacted all SA businesses, and the reduction in the availability of discretionary funds for sponsorship is not surprising. We are obviously extremely thankful to most of our Business Partners sticking with us.

<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
Bridges	Gold	2018 - present
Southern Cross Cleaning	Gold	2018 - present
Daymap	Gold	2020
KW Wholesale Stationers	Silver	2013 - present
Sonic Technology	Silver	2018 - present
Dental Outreach (My School Dentist)	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.

# Annual Report 2020

**Table:** Income and expenditure for the year ended 30 June 2020

	2020	2019
<b>Revenue:</b>		
Department Grant	207828.00	207828.00
Department Collaborations	71798.00	62679.00
Sponsorship	48000.00	102330.00
Conferences and Seminars	161591.00	150695.00
Member Subscriptions	176927.00	186514.00
Interest	10931.00	11920.00
Other	53087.00	16451.00
	<b>757270.00</b>	<b>801303.00</b>
<b>Expenditure:</b>		
	727356.00	715512.00
Profit (before tax)	29914.00	85871.00
Tax	+6835	38435
Profit (after tax)	<b>36749.00</b>	<b>47436.00</b>



**Graph 2 :** Comparison of cash at hand 30th June 2014 – 2020.

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 2020 we paid \$28000 to ASPA which represents a \$3000 increase. Without this affiliation, we would lose a South Australian voice within the national education lobby.

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 Board meetings for our Association, as well as coordinating our event management and developing and maintaining our business partnerships.

Kym is ably assisted by Rita Caprari in the Finance and Membership Officer role. Rita also serves as Minutes Secretary to our Strategic Directions committees.

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. During 2019/2020, Nigel's role was extended to include oversight for the changes to SASPA's governance structure which has seen us transform into a more contemporary organization.

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 represented SASPA's interests on the Department's Year 7 into Secondary Stakeholder Steering Committee. This is a major reform for our state's secondary educators, and Wendy has been a powerful voice for SASPA members in this forum.

To all SASPA members, congratulations on the 2020 work you have undertaken with the adolescents and young adults in your care. This year has been extremely challenging for all of us, but it remains incredibly rewarding.

Please accept this report of your Association's work during this year. In the most unpredictable of years, the 2020 SASPA Board successfully remained focused on what matters and provided the direction of the work outlined in this report. They are justifiably proud of it, and hope that this pride is extended through the membership.



*Peter Mader*

President

11th December 2020

## Appendices

### Appendix 1:

#### Representation

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

- AITSL School Leadership and Teaching Expert Standing Committee
- Australian Secondary Principals Association (ASPA) Executive
- Courts Administration Authority Stakeholder Reference Group
- DfE International Education Strategy Reference Group
- DfE Information Technology Working Group
- DfE Occupational Violence Working Group
- DfE One Child, One Plan Stakeholders Committee
- DfE Orbis Stakeholder Reference Group
- DfE RAN-EC Project Advisory Group
- DfE School Improvement Champions Workshops
- DfE Selection Panels (a range of these – some for projects, some for personnel)
- DfE Self Harm and Suicide Ideation Guidelines Advisory Group
- DfE Student Support Services Implementation 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
- Heads of Associations (HoD) – 7 SA Leader Associations working together
- INTERSPECC - cross sectoral secondary principals' advisory group
- SA Learner Profile Pilot Project Cross-Sectorial Management Group
- SA Learner Profile Pilot Project Steering Committee
- SACE Accreditation, Recognition and Certification Committee
- SACE Planning, Finance and Performance Committee
- SACE Special Provisions Advisory Committee
- University of SA - School Exclusions Study Reference Group
- University of SA School of Education 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 2020:**

- Issues from individual members and situations that have emerged in their contexts
- Principal queries/issues
- ACARA – Review of NAPLaN and revisions to MySchool website
- AEU re: Leaders' issues
- AITSL – Red Tape Review
- "Be You" national initiative
- Children's University (University of Adelaide)
- DfE Community Engagement strategy
- DfE Disability Policy and Projects – Special Options process
- DfE Education Management System (EMS) – Site Budget Planning Tool
- DfE Learning Improvement Division – Curriculum Materials development
- DfE People & Culture – MyWellbeing project
- DfE People & Culture – Year 7 into HS recruitment process
- DfE Regulations for the new Education Act
- DfE School Discipline policy
- DfE School Improvement Plan
- DfE VET funding review
- Flinders University – Master of Education (course revisions)
- MELC Roundtables
- Meetings with the Minister for Education – John Gardner
- Meetings with the Opposition Education Spokesperson – Dr Susan Close / Blair Boyer
- Meetings with the Chief Executive – Rick Persse
- National Architecture Reforms Taskforce Secretariat – Review of the national architecture of education
- Virtual National Roundtable – Leader Health and Wellbeing
- Virtual National Roundtable – Strong Communities



# Annual Report 2020

## 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 2020. 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 2020 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 19th Day of October 2020

## 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 2020 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:

Date: 16/11/2020

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

## **GOLD Sponsors**



## **SILVER Sponsors**



