

South Australian Secondary Principals' Association Inc

Incorporated Number: A9416

Annual Report 2022



saspa.com.au

Contents

| | |
|--|--------|
| Introduction | 03 |
| From the President | 04 |
| From the Chief Executive | 06 |
| Annual Report | 07 |
| Part One: Professional Growth | 08 |
| Part Two: Professional Networks for Contemporary Practice to be Shared | 10 |
| Part Three: Enhancing the Profession (and the system in which we work) | 19 |
| Part Four: Australian Secondary Principals' Association (ASPA) | 20 |
| Part Five: SASPA's Governance and Operations | 23 |
| Appendices | |
| Appendix 1: Representation | 31 |
| Appendix 2: Consultations | 31 |
| Appendix 3: Auditor's Report | 32 |

Introduction

The South Australian Secondary Principals' Association (SASPA) is an incorporated body with a membership of 320 leaders of secondary education in the public education 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 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 2022, and includes the President's Report, the Chief Executive's report and the general purpose financial statements for the financial year 2021 -2022.

Our Purpose

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

Further develop the capacities of Principals and their executive teams who are leading the continuous improvement of teaching, learning and wellbeing in secondary schools

Provide networks for effective secondary educational leadership practice to be shared and promote these practices more widely

Identify, and work to improve, systemic conditions that will increase leaders' capacity to have positive impact on secondary learners.

From the President



It is my very great pleasure to provide members with some reflections on the work undertaken by the SASPA Board during 2022.

SASPA's Strategic Network Groups: Curriculum & Pedagogy, Human Resources, Inclusion & Wellbeing and Professional Learning drive the actions associated with the priority work of our association. Collaboration with Department for Education has been strong, providing opportunities for leaders to be involved in reference groups, focus groups and numerous projects. Leaders' insights and experiences informed development of policies and processes including One in Four Reforms; Teacher Workforce planning and placement procedures, FLO redesign and Mobile Phones in Schools Policy. Being involved in one of the Strategic Network Groups is highly valued by members, providing opportunities for professional networking & growth and to have influence and impact on key education issues.

The 2022 SASPA Conference Lifting Up, Not Holding Back – Learner Entitlement continued our exploration of equity and inclusion with inspirational keynotes who challenged our thinking and school leaders sharing their practice in the breakout sessions. SASPA office staff Kym O'Loughlin and Amelia Dixon are to be congratulated for their work in ensuring the 230 participants had a rewarding professional learning experience and opportunities to reconnect after a two-year gap in our conference series.

A big change agenda for secondary leaders in 2022 was welcoming Year 7s into High Schools. The collaborative work of the DfE Year 7 into HS Team, and the secondary leaders enabled our schools to prepare for this significant change in timing for students transitioning to high school.

Elsewhere in this report, our new Chief Executive Jayne Heath has accounted for the work that has been done in relation to each of our six key directions. Suffice to say, 2022 was an eventful year with increasing opportunities for members to meet and work in collaboration on key priority work.

Clearly, the Association has much to be proud of in 2022. I want to thank the SASPA Board for their work in achieving so much in, yet another COVID disrupted year. I also wish to acknowledge the work of SASPA's Chief Executive, Jayne Heath in her first year in this role.

President

8th December 2022



A Year on a Page SASPA 2022 OVERVIEW

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

Further develop the capacities of Principals and their executive teams who are leading the continuous improvement of teaching, learning and wellbeing in secondary schools

Provide networks for effective secondary educational leadership practice to be shared and promote these practices more widely

Identify, and work to improve, systemic conditions that will increase leaders' capacity to have positive impact on secondary learners.

STRATEGIC ACTIVITIES

New SASPA Chief Executive commenced in January

Curriculum & Learning

Collaborating with Department for Education Curriculum & Learning Division in designing of Australian Curriculum (AC) implementation strategies and commencing work in strengthening alignment of AC with SACE learning & assessment design.

Inclusion and wellbeing

SASPA representation on 4 Department for Education Reference Groups providing feedback on planned reforms in Student Support Services.

Country professional learning

Establishment of Country Professional Learning Reference Group with 9 members to advise the design and provision of quality professional learning programs ensuring accessibility and relevance for country membership.

Secondary Principal Recruitment, Retention, Remuneration & Classification

Publication of joint Professional Leaders Association position paper drawing on national research & member input related to principal remuneration and classification. Conversations with Minister for Education, Training & Skills and the Department for Education regarding recruitment and retention of secondary school principals.

Secondary Alliances

Support for cross-Secondary Alliance collaboration to lift student achievement. SASPA CE participating in 5 Secondary Alliance meetings.

Relationship building with new Minister for Education, Training & Skills and Department for Education, Chief Executive.

ADVOCATING FOR PUBLIC EDUCATION

Media Commentary

Numerous interviews on radio, television and commentary for print and digital media

Social Media



78.1%

increase in followers



21.7%

increase in followers



4%

increase in followers

BUILDING LEADERSHIP CAPACITY

MEMBERSHIP

95

School/Sites

282

Full Members

30

Associate Members

PROFESSIONAL LEARNING

9

SASPA professional learning and networking event dates in total reaching 512 participants

20

Next Steps Program Participants

230

Conference Attendees

ENHANCING THE PROFESSION (and the conditions in which the profession works)

SASPA Board's priorities for improvement 2021 – 2023

Policy Advocacy

The SASPA Board is committed to collaborating with the Department for Education on the following key directions:

- Equity & inclusion
- Workforce inclusion
- Maximising potential of Secondary Alliances

Building Leadership Capacity

The SASPA Board is committed to the following key directions for the professional learning and growth of its members:

- Innovation and school transformation
- Futures leadership
- Work-life balance

FACILITATING NETWORKS FOR SHARING EDUCATIONAL PRACTICE

21

Strategic Network Group Meetings

137

members

51

member schools

10

Country Schools represented

BUSINESS PARTNERS

10

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

FINANCE

An operational loss as budgeted of **-\$45,539** for the 2021/22 financial year, due to COVID19 impacts on face-to-face events such as the SASPA annual conference.

Overall cash balance remained healthy for the 2021/22 financial year.

saspa.com.au



From the Chief Executive



I am pleased to present the 2022 Annual Report for the South Australian Secondary Principals' Association (SASPA).

In my first year as Chief Executive of SASPA I had much to learn and appreciated the ongoing support of our President Eva Kannis-Torry and the Board as well as SASPA Members. A priority for me has been to meet our Association members and hear what they see is the value of their SASPA membership. I have joined five Secondary Alliance meetings during the year and visited numerous schools, both metropolitan and country. These activities have informed my work in advocacy and strategic planning. Another key priority has been for me to build relationships with the Minister for Education, Skills & Training, Minister Boyer as well as key Department for Education Executive Directors, Directors and Project Officers as well as the new Chief Executive, Professor Martin Westwell.

SASPA continues to closely monitor the association's performance through studying our data associated with – memberships, program participation, professional learning registrations and feedback, strategic network group engagement and priority work, e-Bulletin readership and our finances. This data affirms the high quality work of the SASPA Board and the SASPA Office in another COVID affected year, and validates the various directions set. It also reflects the genuine enthusiasm secondary educational leaders have for professional growth and for improving the systemic conditions in which we work.

Our Association's good work would not have been possible without the considerable efforts of the 2022 Board (led by our elected President, Eva Kannis-Torry) and of the 137 members from 51 schools who participated actively in our Strategic Network Groups.

I congratulate them all for their commitment, endeavour, spirit and wisdom.

Annual Report 2022

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

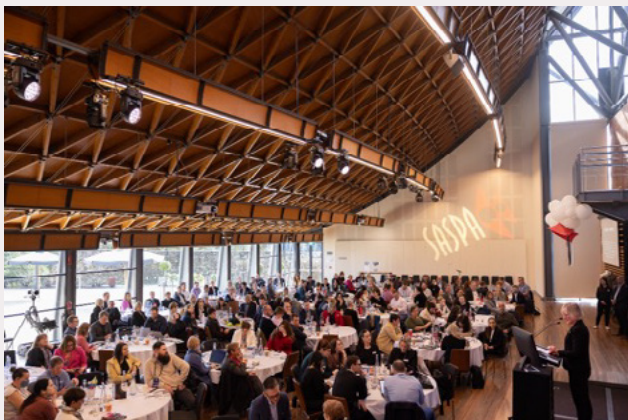
- further developing the capacities of principals and their executive teams who are leading the continuous improvement of teaching and learning in secondary schools
- providing networks for effective secondary educational leadership practice to be shared
- enhancing the profession (and the education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

This 2022 Annual Report submits evidence of SASPA's realisation of this promise.



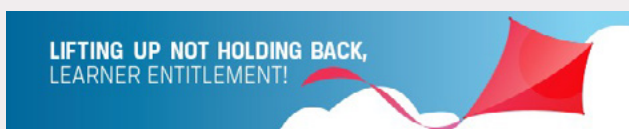
Part One

Professional Growth



(i) 2022 SASPA Annual Conference

The SASPA Professional Learning committee, chaired by Rosie Heinicke, and ably supported by our Business Manager, Kym O'Loughlin, and Events and Marketing Trainee, Amelia Dixon, organised our 2022 annual conference, *Lifting Up, Not Holding Back: Learner Entitlement*.



This was the second year of our conference theme trilogy focused on equity and inclusion. *Lifting Up not Holding Back: Learner Entitlement* involved 230 participants, 95% of whom were school leaders, and 26% from country region schools. Participants enjoyed the opportunity to network and deepen their insights and understandings of issues facing school leaders in relation to equity and inclusion.

(ii) Next Steps

An evolution of our highly successful *Unleashing Your Leadership Potential* program for aspiring leaders, *Next Steps* involved participants from 19 schools including 3 country representatives and was co-facilitated by Craig Duguid, Karla Pobke & Rogan Tinsley. Using a Professional Learning Community approach enabled each participant to explore a challenge of practice or tension they were facing in their school. Participants feedback illustrated the value of this approach and an appreciation to personalise.



(iii) International Women's Day Breakfast

SASPA was pleased to host its first International Women's Day event in 2022 with a breakfast event livestreaming the Adelaide IWD presentations with Senator Penny Wong and 2021 Australian of the Year, Grace Tame. The event was well attended and provided opportunities for networking and discussion of the presentation in the context of education communities. SASPA will continue involvement in International Women's Day in 2023 with attendance at the official Adelaide International Women's Day Breakfast held at the Adelaide Convention Centre.

(iv) Valerie Hannon – Schools fit for the future

We were excited to work with Valerie Hannon in a two-hour forum during which she provided insights from her global research focused on how schools around the world are rethinking their approach to schooling. Valerie facilitated a thought-provoking exploration of key design principles and an appreciation to personalise.

(v) Nurture Groups in Secondary School Settings

The Twilight Session held at Para Hills High School provided participants with the opportunity to learn about this school's approach to Nurture Groups. We thank Alina Page and staff from Para Hills HS for hosting this event as a follow-up to the highly successful conference break out session.

Plans for Professional Learning in 2023

SASPA Conference Planning Working Group has commenced planning for the 2023 annual conference Connecting for Equity and Community to be held on August 24th & 25th. This will be the final of our trilogy focused on equity and inclusion and will have focus on school leaders sharing their strategies to address equity and inclusion.

2023 LIFT

An extensive review of SASPA's 2015 – 2021 Unleashing Your Leadership Potential (UYLP) program resulted in an evaluation report prepared by Dr Chris Dolan (University of South Australia). In 2022 SASPA used recommendations from this report to shape the "Next Steps" program offered to graduates of the UYLP program. SASPA has announced the new professional learning program for B1-B6 school leaders being offered in 2023, Leading Innovation & Future Thinking (LIFT). LIFT has been designed to support participants to lead transformation in their school. Building on feedback from participants of the highly successful UYLP and Next Steps programs and reflecting SASPA's quality professional learning guiding principles, the modularised structure involves participants in 4 full day sessions.

2023 Twilight Series

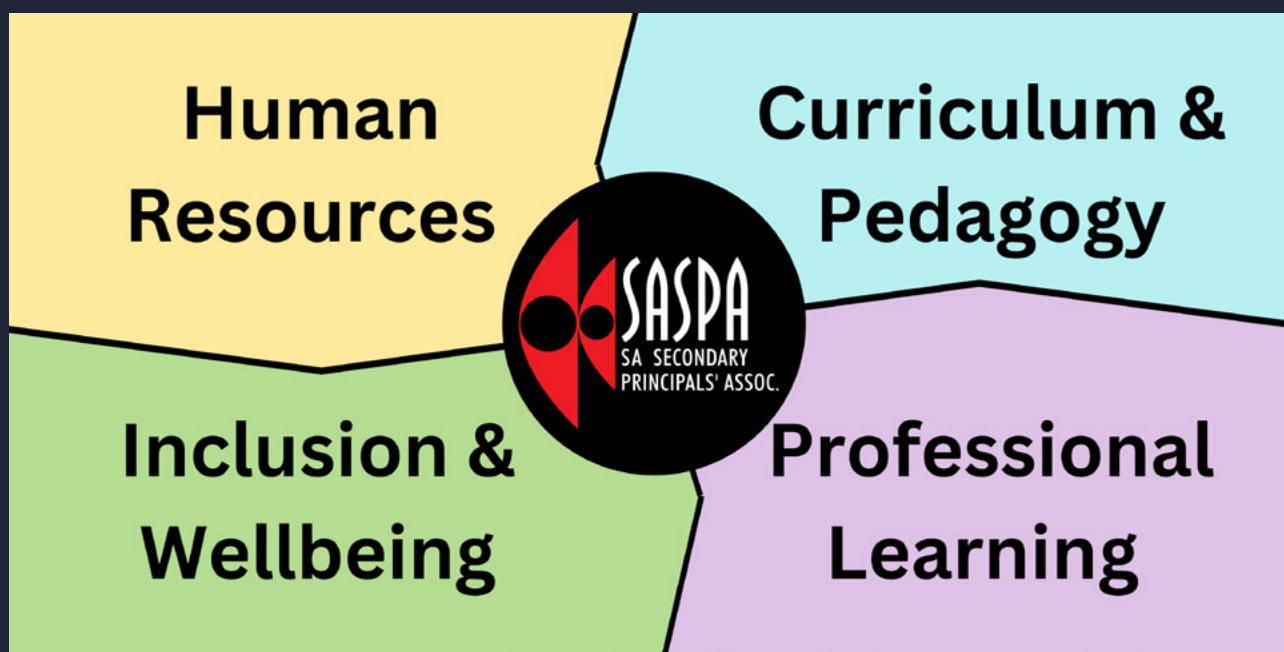
SASPA will continue the tradition of offering a series of short sessions focused on emerging trends and topics of interest to members offered for both face to face and online participants.



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 the work of secondary educational leaders.



(i) Curriculum and Pedagogy

(Convenor: Penny Tranter, Principal Seaview High School)

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, learning design, assessment, and moderation. SASPA will work with a range of agencies (including DfE, the SACE Board and universities) to build the capacity of our leaders to challenge and support teachers to improve student learning through high quality curriculum, pedagogy, learning and assessment design.

2022 Priority Work

Policy Advocacy:

Actively co-design, consult with and provide feedback to initiatives that align to SASPA priorities. Including:

- the revised Australian Curriculum (V9.0)
- Career Education Strategy (7-12)
- 21st century ways of evidencing/certifying learning.

Building Leadership Capacity:

- Provide ongoing professional learning opportunities that align to Curriculum & Pedagogy priorities in partnership with the Professional Learning Strategic Network Group
- Provide opportunities for collaboration and sharing of best practice (including through focus and sub-groups where relevant)
- Develop implementation strategies for 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, Leading World-Class Teaching and Learning: Navigating the Curriculum to Develop Expert Learners
 - SACE Strategic Plan 2020-2023.

The 54 members of the 2022 Curriculum and Pedagogy Committee were:

| | | | |
|------------------|----------------------|------------------|-----------------------|
| Alexandra Holeva | Whyalla SC | Marika Pitman | Banksia Park. Int. HS |
| Alex Smith | KICE | Mary-Lou Michael | Underdale HS |
| Amanda Bennett | Unley High School | Matthew Verdon | ASMS |
| Amanda Walsh | Norwood. Int. HS | Meg Fay | The Heights |
| Andrew Dickinson | Nurioopta HS | Michael Murphy | Norwood. Int. HS |
| Angie Michael | Gawler & District | Michelle Cordera | Marden SC |
| Anna Mirasgentis | Woodville HS | Michelle Kohler | School of Languages |
| Bronte Nicholls | Adelaide Botanic HS | Natalie Maddern | SACE Board |
| Bruce Oerman | Oakbank AS | Paul Davies | Underdale HS |
| Daniela Piteo | Banksia Park Int. HS | Penny Tranter | Seaview HS |
| Eulia Taylor | KICE | Pepe Bouzalas | Roma Mitchell SC |
| Jane Barnett | Willunga HS | Peter Philp | KICE |
| Jason Loke | Blackwood HS | Reece Spaans | Craigmore HS |
| Jayne Heath | SASPA | Rodney Mangos | Thebarton SC |
| Jeane Schocroft | Playford Int. C | Ross Wall | Heathfield HS |
| Jenny Johns | Unley HS | Rowan Hearne | Riverbanks College |
| Julie Ferguson | Marryatville HS | Sarah Chambers | Morialta SC |
| Karen Bond | Playford Int. C | Shelly Brown | Paralowie R-12 |
| Karla Pobke | Wirreanda SC | Sonia Pringle | Balaklava HS |
| Lauren Amey | Peterborough HS | Sue Richards | Blackwood HS |
| Lee Knight | Oakbank AS | Tahlia Harman | Morialta SC |
| Lia Tedesco | School of Languages | Theo Papazoglov | Adelaide Botanic HS |
| Liz Rankin | Gawler & District | Tim Kloeden | Glenunga Int. HS |
| Lorraine Securo | Roma Mitchell SC | Tom Griffith | Seaton HS |
| Luke Smith | Woodville HS | Toni Carellas | Roma Mitchell SC |
| Lyndon Parry | Marryatville HS | Tony Sims | Henley HS |
| Mark Hodgson | Birdwood HS | Warren Symonds | Reynella East C |

Work undertaken by this Strategic Network Group in 2022 included:

- Collaboration with the DfE Curriculum and Learning Division on planning for implementation of Australian Curriculum V9 with a view for adaption not adoption
- Commenced collaboration with the DfE Curriculum and Learning Division support for schools in relation to SACE Board Strategic Plan priorities including renewed subjects EIF & AIF and Learner Profile project
- Advocacy for the importance of the General Capabilities, through a variety of initiatives including the SA Learner Profile Pilot Project.

(ii) Human Resources

(Convenor: Richard Abell, Principal Seaton High School)

The Influence We Seek

SASPA is committed to working collaboratively with the Department for Education to realise 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, SSO and Allied Health Professional supply and role definition
- Professional growth, and movement (regardless of a school's location or Index of Disadvantage)
- The provision of working conditions to support the achievement of this aim, while positively influencing the wellbeing of leaders.

2022 Priority Work

Policy Advocacy:

- Band A reclassification and flow-on to Band B
- Improved Recruitment & Selection Procedures
- Problem solving the issue of Principal and leader supply
- Staff mobility and supply
- Enterprise Agreement conditions to support quality teaching and leader wellbeing.

Building Leadership Capacity:

- Sharing approaches to HR practice – e.g., rethinking support for students' wellbeing for learning through the HR profile
- Problem-solving the issue of secondary school principal recruitment and retention.

The 31 members of the 2022 Human Resources Committee were:

| | | | |
|--------------------|---------------------|-------------------|-------------------|
| Ali Bogle | Minlaton District | Kirsty Rogers | Oakbank AS |
| Alistair Brown | Adelaide Botanic HS | Luke Smith | Woodville HS |
| Alix Verdon | ASMS | Matthew Verdon | Marden SC |
| Anna Mirasgentis | Woodville HS | Matthew Zviedrans | Golden Grove HS |
| Anthony van Ruiten | Willunga HS | Michelle Cordera | Marden SC |
| David Carter | Norwood Int. HS | Nathan Cini | Mitcham Girls' HS |
| Dylan Muzyka | Playford Int. C | Nick Fowler | Glenunga Int. HS |
| Emily Griggs | Berri Regional SS | Nick Zissopoulos | Playford Int. C |
| Eva Kannis-Torry | Thebarton SC | Nigel Gill | DfE |
| Greg Pascoe | Henley HS | Peter Kuss | Golden Grove HS |
| Greg Rolton | Unley HS | Richard Abell | Seaton HS |
| Jarrold Chave | Aberfoyle Park HS | Roy Page | DfE |
| Jayne Heath | SASPA | Tim Kloeden | Glenunga Int. HS |
| Joanne Costa | Modbury HS | Tony Hall | Hallett Cove R-12 |
| John Tiver | Marryatville HS | Tony Sims | Henley HS |
| Kathy Champion | Riverton HS | | |

Work undertaken by this Strategic Network Group in 2022 included:

- Working with Department for Education People and Culture Division in trying to address the impact of COVID on staffing in our schools
- Trouble shooting with Department for Education People and Culture Division to improve school-based staff recruitment and selection processes
- Involvement in preparation of the joint professional association paper related to Principal Band A Classification
- Sharing approaches to addressing current and projected teacher supply
- Raising concerns with Minister for Education, Skills and Training, Chief Executive Department for Education and Executive Directors for Education Partnerships, Schools & Preschools and People and Culture, related to secondary school principal recruitment and retention.

(iii) Professional Learning

(Convener: Rosie Heinicke, Principal Craigmore High School)

The Influence We Seek

SASPA has a set of guidelines for quality professional learning and is committed to working collaboratively with the Department for Education & SACE Board to influence its systemic professional growth practices and support change management processes. Our association is committed to providing opportunities for high quality professional learning experiences that aim to improve leader capacity to impact positively on student learning and teacher professional learning.

2022 Priority Work

Policy Advocacy:

- Promote the value of and seek opportunities for SASPA working in partnership with SACE Board and DfE in planning, designing & provision of professional learning programs for secondary leaders, current and emerging
- Undertake evaluation of key SASPA PL Program(s) to inform future planning and Professional Learning design.

Building Leadership Capacity:

- Ensure SASPA professional learning programs are relevant & accessible for country membership
- Provide programs to support current, aspiring & emerging leaders to positively impact on student learning and teacher professional development
- Collaborate with SASPA Strategic Network Groups in addressing professional learning needs aligned to their priority work.

The 19 members of the 2022 Professional Learning Committee were:

| | | | |
|-----------------|---------------------|--------------------|----------------------|
| Amanda Walsh | Norwood Int. HS | Jayne Heath | SASPA |
| Anne Thornton | Ocean View College | Kerry Williams | Paralowie R-12 |
| Cez Green | Adelaide HS | Kirsty Gebert | Banksia Park Int. HS |
| Clayton Disley | Reynella East C | Michael Murphy | Norwood Int. HS |
| Craig Duguid | Hallett Cove R-12 | Rogan Tinsley | Seaview HS |
| Donna Mason | Adelaide Botanic HS | Rosie Heinicke | Craigmore HS |
| Haley Przibilla | Willunga HS | Sharon Illingworth | Central Yorke S |
| Lara Lang | ASMS | Sue Burtenshaw | Gawler & District |
| Jason Loke | Blackwood HS | Tony Hall | Hallett Cove R-12 |
| Jason Schutt | Norwood Int. HS | | |

Work undertaken by this Strategic Network Group in 2022 included:

- The Conference Planning Committee is a working group of Professional Learning and, in 2022, it consisted of Amelia Dixon, Jason Loke, Jayne Heath, Kirsty Gebert, Kym O'Loughlin, Rosie Heinicke, Penny Tranter and Sue Burtenshaw. The Planning committee played a pivotal role in ensuring the annual conference program provided a thought provoking and relevant program for members
- A newly formed Country Professional Learning Reference Group has been established to advise on how best to ensure SASPA professional learning programs are relevant and accessible for country members
- Use of SASPA Guidelines for Professional Learning used to seek feedback and evaluate key professional learning programs to inform future planning
- Connection with Department for Education Professional Learning unit Orbis to align programs.

(iv) Inclusion and Wellbeing

(Convener: Kirsty Amos, Principal Parafield Gardens High School)

The Influence We Seek

SASPA is committed to working collaboratively with the Department for Education on improvements to those systems, policies, procedures, and practices that enable leaders to develop and sustain more inclusive approaches to secondary schooling. SASPA will explore ways to build the capacity of its leaders to better address student, staff, and personal wellbeing, and will use its influence to achieve systemic policy improvements that support such intentions.

2022 Priority Work

- Work with all stakeholders to build a positive culture in schools and DfE, that is underpinned by collaboration and sharing of good practice
- Continue to work with DfE, specifically the Support and Inclusion Division, on potential improvements to the 1 in 4 Strategy reforms and Conditions for Learning Directorate, on responses to the Graham Report
- Continue to work with the DfE on potential improvements to the health and wellbeing of leaders (including ways to reduce leaders' workload)
- Explore and share ways to build the capacity of our secondary leaders to better address student wellbeing for learning, attend to our own wellbeing and that of our staff.

The 29 members of the 2022 Inclusion and Wellbeing Committee were:

| | | | |
|----------------------|----------------------|--------------------|---------------------|
| Amy Broham | Wirreanda SS | Janelle Morrissey | Marryatville HS |
| Alexandra Holeva | Whyalla SC | Jayne Heath | SASPA |
| Alice Northcott | KICE | Justin Kentish | Adelaide Botanic HS |
| Anthony van Ruiten | Willunga HS | Kathleen Hoare | Findon HS |
| Ashley Fowler | Banksia Park Int. HS | Kirsty Amos | Parafield Garden HS |
| April Lewis-Christie | Heathfield HS | Laura Hunt | Grant HS |
| Bec Vogt | KICE | Minnie Bal | Playford Int. C |
| Caterina Davis | Glenunga Int. HS | Nathan Elliot | The Heights |
| Ceri-Jane Price | DfE | Rachel Seager | Ocean View C |
| Cheryl Malone | DfE | Robyn Hearl | Marden SC |
| Colette Bos | Roma Mitchell SC | Sandro Bracci | Woodville HS |
| Dani Librandi | Parafield Gardens HS | Sarah Chambers | Morialta SC |
| Emily Carter | Morialta SC | Sharon Illingworth | Central Yorke S |
| Glenys Thompson | ASMS | Shaun Walsh | Reynella East C |
| India Lennerth | Riverbanks C | | |

Work undertaken by this Strategic Network Group in 2022 included:

- Representation on a variety of DfE Support and Inclusion Division Reference and Focus Groups
- Keeping informed of progress and providing feedback to DfE Support and Inclusion Division related to the 1 in 4 Reforms
- Monitoring IESP funding improvements and providing leaders' perspectives on the implementation reforms
- Feedback on a variety of Departmental policy revisions
- Advocacy for leader support in the interpretation and response to WEC and Perspectives survey data.

Part Three

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

In 2022 we continued to strengthen SASPA as a key advocate for public education in South Australia and an important collaborator with the Department for Education, the SACE Board of South Australia, and the South Australian Primary Principals' Association (SAPPA).



Consultations

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).

Significant collaborations have proved useful in developing common interests with potential partners including the South Australian Primary Principals Association, 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 Chief Executive'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 2022 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. SASPA members have never wanted the Board to be passive recipients of policy. Rather, they have wanted the SASPA Board be active in the generative work of developing ideas for system improvement, and active participants in the development of those policies, procedures, and practices designed to solve the problems worth solving in our schools. In 2022 we made some positive steps towards this way of working, particularly in the human resources arena.



Part Four

Australian Secondary Principals' Association (ASPA)

Through our membership of ASPA, the work of SASPA connects to the Commonwealth education agenda, and this remains a very important facet of our work.

As SASPA's Chief Executive, I serve as a Director on the Australian Secondary Principals Association (ASPA) Board.

Through ASPA, we influence and work with many important national and international bodies. 2022 has been a year where we have been closely involved in debate and development related to the National Teacher Workforce Action Plan.

The reporting cycle for ASPA operates at different timings to that of SASPA. This explains why the ASPA Report which follows is for 2021 and not for 2022.

ANNUAL REPORT 2021

The Australian Secondary Principals' Association (ASPA):

- Is the national professional voice of secondary school leaders
- Builds the capacity of Principals and other school leaders
- Facilitates and enables networks of secondary educational practice and leadership that is shared and celebrated
- Enhances networks that empowers the profession
- Promotes public education



LEADERSHIP DEVELOPMENT

We build the leadership capacity of current and future school leaders to deliver a world class, contemporary secondary education.

8

Chair of Coalition of Australian Principals meetings

8

AITSL meetings

4

ASPA Board meetings



6

ACARA meetings



5

Teach For Australia (TFA) meetings

7

Published journal articles



7

ASPA Committee meetings



ADVOCACY

We are authoritative and influential advocates for public education and for improved education policy.



Ministerial meetings

4

Federal

4

State



3

Other Political meetings



External support provider meetings

8

DESE stakeholder meetings



4 press releases



3 Submissions



14 Print/TV/radio interviews

4

Affiliate meetings



DATA & RESEARCH

Our professional interests and judgements are informed by data and educational research.



2

Research projects



Partners – Monash and QUT



ACU Principal Wellbeing research



Principal Australia Research Foundation project

The Professional Association for Secondary School Leaders in Australia



WELLBEING

We encourage the de-politicisation of education and respond purposefully to research related to principal health and wellbeing.



Rural Leadership
program with TFA



ACU Principal
Wellbeing
research

6

Headspace
support
meetings



10

Newsletters



INNOVATION

We are innovative, “edupreneurial” leaders equipping adolescents and young adults to thrive in a rapidly changing, increasingly complex, world.



Contributed to Shergold Report



Contributed to ‘Beyond ATAR’



LEADING LEARNING

Ours is a respected professional voice, dedicated to creating the conditions for contemporary world class pedagogy in every classroom, in every public secondary school.



4 Principal as
STEM Leaders
(PASL) meetings



6 Asia Education
Foundation



6 ASIC grants
to schools



GOVERNANCE & MANAGEMENT



ASPA website
traffic



318

Number of zoom/
MS Teams meetings



3

Reports to DESE



PhD candidate
supervision



RESPONDING TO COVID



4

Briefing
meetings



4

Published
works



6

DESE/Ministerial
liaison

Part Five

SASPA's Governance and Operations

(i) The 2022 SASPA Board

| Board Member | Site | Meetings | Attendance |
|-------------------|-------------------------------------|----------|------------|
| Caroline Fishpool | Wirreanda Secondary School | 2 | 1 |
| Clayton Disley | Reynella East College | 7 | 7 |
| David Garrett | Mount Barker High School | 7 | 7 |
| Eva Kannis-Torry | Thebarton Senior College | 7 | 7 |
| Fleur Roachock | Grant High School | 7 | 6 |
| Jason Loke | Blackwood High School | 4 | 3 |
| Kirsty Amos | Parafield Gardens High School | 7 | 7 |
| Kirsty Gebert | Adelaide Botanic High School | 7 | 6 |
| Nigel Gill | The Heights | 7 | 3 |
| Penny Tranter | Seaview High School | 7 | 6 |
| Peter Kuss | Golden Grove High School | 7 | 3 |
| Peter Philp | Kangaroo Island Community Education | 7 | 7 |
| Richard Abell | Seaton High School | 7 | 6 |
| Rosie Heinicke | Craigmore High School | 7 | 6 |
| Toni Carellas | Roma Mitchell Secondary College | 7 | 5 |
| Tony Sims | Henley High School | 7 | 7 |
| Wendy Johnson | Glenunga International HS | 7 | 6 |

I would like to acknowledge the significant work of the 2022 SASPA Board and its chair-person, SASPA President, Eva Kannis-Torry. 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.

Much of the Board's 2022 work focused on its Strategic Directions (2021-2023) and initiating a set of impactful actions related to these.

The 2023 SASPA Board welcomes Anthony van Ruiten (Principal, Willunga High School), Mat Evans (Principal, Renmark High School) and Kym Grant (Principal, Mount Gambier High School).

Our Priority Work (2021 - 2023)

Policy Advocacy:

The SASPA board is committed to collaborating with the Department for Education on the following key directions:

1

Ensuring that all students, regardless of their backgrounds and where they live, have a world class education that enables them to realise their full potential.

2

Improving the capacity of our school-based workforce to deliver high quality contemporary secondary education practices.

3

Harnessing the potential of secondary alliances to lift student achievement within the Australian Curriculum, SACE, and VET frameworks, and providing appropriate support to achieve this outcome.

Building Leadership Capacity:

The SASPA Board is committed to the following key directions for the professional learning and growth of its members:

1

Using educational research and professional wisdom to accelerate innovation and school transformation.

2

Developing the capabilities for futures leadership - building the public will for change, and creating and leading a new professional debate.

3

Equipping members to achieve a healthy work-life balance within the roles of Principal, Deputy Principal and Assistant Principal.

(ii) Progress on Priority Work

The SASPA Board has set its strategic direction for the 3 years 2021 – 2023.

This is our progress to date.

Advocacy

1. Equity & Excellence

The Board has an internal paper which provides it with a focus for any work with the Department for Education on any policies and directions which could be improved by placing a greater emphasis on equity. SASPA's Inclusion & Wellbeing Strategic Network group has been very active in working with the Department for Education Support and Inclusion Directorate. SASPA has been represented on five reference groups and two focus groups and made considerable contributions to the collaborative work. Key staff from DfE have been regular guests at SASPA Inclusion & Wellbeing meetings. In particular, the One in Four Reforms team provided progress updates and are actively seeking our perspectives, interests and ideas; and are keen to continue to build on this productive relationship.

2. Workforce Improvement

SASPA's HR Strategic Network Group has been very active in working with two key Department for Education teams – People & Culture Operations and the Workforce Strategy. The former is dealing with the here and now, and the latter is focusing on the medium to longer term. Both DfE teams have been regular guests at SASPA HR meetings where considerable input from members has assisted in creating a range of improvements to the 2022/2023 recruitment & selection process, various SSO classification and reclassification matters, and future initiatives pertaining to the attraction, supply and retention of teachers and leaders (particularly in Regional Rural and Remote and low-SES contexts). People and Culture have listened to our interest and ideas; and are keen to continue to build on this productive relationship.

3. Secondary Alliances

The Coalition of Secondary Alliances Project has been conceived to provide support for Alliances to work in collaboration in addressing an agreed area of priority.

This provides a networked approach for building leadership capacity, one that can be scaled up from one alliance to a coalition of alliances, including a macro-level state-wide aggregation of alliances. Meeting with Chairs from each of the Secondary Alliances enabled SASPA Board to be aware of current issues and foci of leaders through their work as an Alliance. This has informed advocacy as well as planning for professional learning events.

Building Leadership Capacity

1. Using educational research & professional wisdom

Schools fit for the Future webinar featured Valerie Hannon and focused on her research into design principles for future focused schools from across the globe. Strong membership of each of the SASPA Strategic Network Groups is indicative of the value leaders see in the collaborative work and professional sharing of knowledge, skills and experiences. Recent formation of the Country Professional Learning Reference Group is providing insight into how SASPA can ensure our country members are supported to be involved in a range of our activities.

2. Futures Leadership

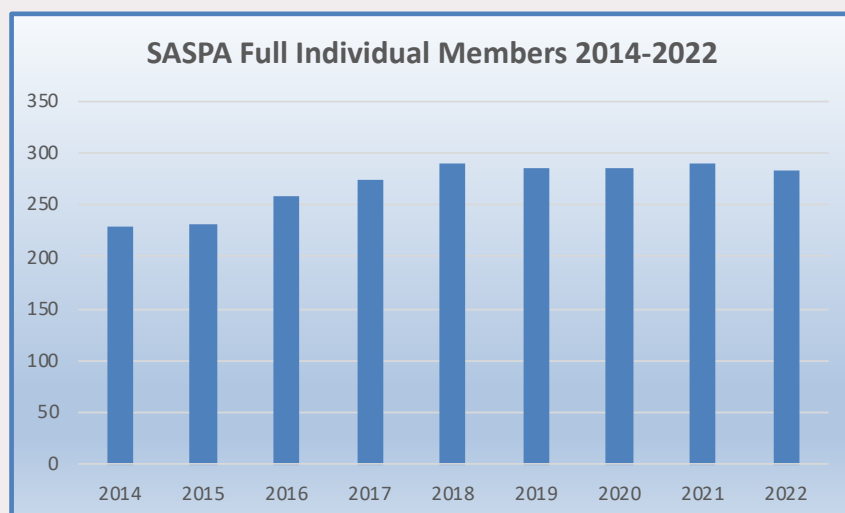
The Next Steps professional learning program supported participants to work within a professional learning community to explore challenges of leadership. Members visited each other's schools, heard from site leaders about their vision and strategies and situated their own leadership within this context. Structured protocols ensured focus of the conversation and strong reflection process.

3. Equipping members to achieve a healthy work-life balance

SASPA continues to advocate for improvement in processes and practices for leaders in schools. People & Culture Directorate regularly scheduled operations meetings focus on identifying and addressing issues as they arise in relation to staffing in our schools and a log is maintained to track progress. Improvements have been achieved as a result which have helped to reduce the time required to work through standard processes.

(iii) 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 1:
Comparison of
member numbers
2014 – 2022.

At the time of writing this report we have **282 full members, 30 associate members** and **8 life members**. This means a total membership of 320.

Our members are deployed across 95 Department for Education schools.

In 2022, SASPA members from 51 different schools were represented on our Strategic Network Groups. Essentially this means that 53% of our member schools have direct, regular engagement through regular SASPA meeting structures.

SASPA membership consists of:

94.5% or 68 out of 72 DfE listed secondary sites

40% or 11 out of 27 DfE listed area/country school sites with enrolment of 150 and above

89.5% or 17 out of 19 DfE listed Primary/Secondary combined sites

81% or 95 out of 118 total DfE listed sites appropriate for SASPA membership

(iv) 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 members are also 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 since 2013 whilst increasing our professional services. Given the recent economic conditions the SASPA Board needed to implement an increase for 2023, whilst also continuing to increase professional services. SASPA membership fees will still remain one of the lowest educational association fees applicable to South Australian secondary leaders.

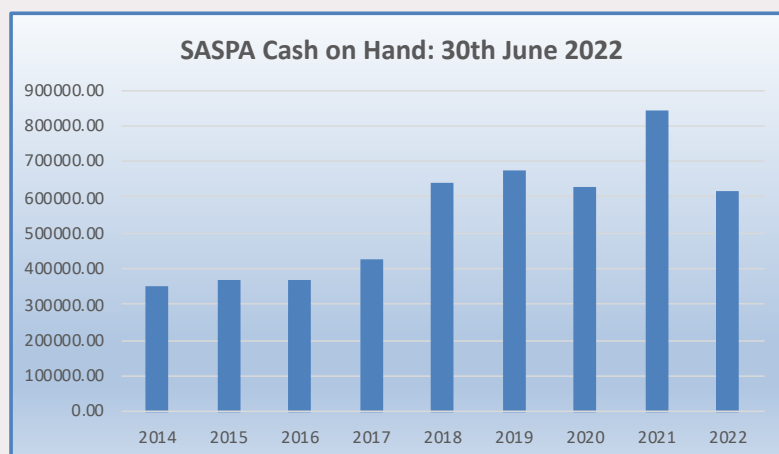
The third major revenue source is through our links with key supporters of secondary education. SASPA is pleased to have the support of 10 Business Partners. COVID 19 restrictions again impacted SA businesses in the front half of 2022. We are extremely thankful to all 10 Business Partners continuing their support

| Business Partner | Package | Partnership Years |
|------------------------------|---------|--------------------|
| Credit Union SA | Gold | More than 20 years |
| MSP | Gold | More than 20 years |
| Furnware | Gold | 2012 - present |
| Kyocera | Gold | 2014 - present |
| Calm Wealth | Gold | 2018 - present |
| Southern Cross Cleaning | Gold | 2018 - present |
| Daymap | Gold | 2020 - present |
| Education Perfect | Gold | 2021 - present |
| KW Stationers | Silver | 2013 - present |
| Australian Dental Foundation | Silver | 2018 - present |

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

| | 2022 | 2021 |
|----------------------------------|------------------|------------------|
| Revenue: | \$ | \$ |
| Department Grant | 225943.00 | 225943.00 |
| Department Collaborations | 52672.00 | 93950.00 |
| Sponsorship | 90925.00 | 98000.00 |
| Conferences, Forums and Seminars | 37424.00 | 52144.00 |
| Member Subscriptions | 171423.00 | 182072.00 |
| Interest | 5442.00 | 10082.00 |
| Other | 7476.00 | 87031.00 |
| | 591305.00 | 749222.00 |
| Expenditure: | | |
| | 635861.00 | 714067.00 |
| Profit (before tax) | - | 35154 |
| Tax | - | 20667 |
| Profit (after tax) | -45,539 | 14487.00 |

Table: Income and expenditure summary for the year ended 30 June 2022



Graph 2:
Comparison of
cash at hand 30th
June 2014 – 2022.

Cash holdings have remained healthy and stable for SASPA across 2021/22 financial year.

The increase cash balance held in the previous year on 30th June 2021 included registration income for the postponed 2021 SASPA conference that were returned to all registrants after the close of the financial year. Given that SASPA has endured over two years of Covid affected activity, maintaining a steady cash balance is a positive result for the association.

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.

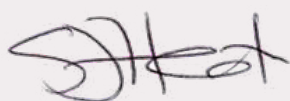
Kym was ably assisted by Rita Caprari in the Finance and Membership Officer role and Amelia Dixon who is in the final stages of completing an events and marketing traineeship. SASPA looks forward to Amelia continuing in 2023 in a full-time events and marketing coordinator role.

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. Nigel will be finishing his tenure as elected Treasurer/Secretary in 2022, and the Board looks forward to welcoming Anthony van Ruiten into the position.

Last, but certainly not least, I wish to thank SASPA President, Eva Kannis-Torry, for her work on behalf of the Association. Eva's considerable skill and wisdom is highly valued by me and the SASPA Board.

To all SASPA members, congratulations on the 2022 work you have undertaken with the adolescents and young adults in your care. This year has been another challenging one, but it remains incredibly rewarding.

Please accept this report of your Association's work during this year. In a year where we learned to live with COVID, the 2022 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-out the membership.



Jayne Heath

Chief Executive

5th December 2022

Appendices

Appendix 1: Representation

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

- Australian Secondary Principals Association (ASPA) Board of Directors
- Courts Administration Authority Stakeholder Reference Group
- DfE One in Four Reform Reference Group
- DfE Selection Panels (a range of these – some for projects, some for personnel)
- DfE Workplace Health & Safety Peak Committee
- Flinders University Initial Teacher Education Advisory Board
- Governor's Civics and Citizenship Awards for Schools Reference Group
- Muriel Matters Awards Steering Committee
- INTERSPECC – cross-sectoral secondary principals' advisory group
- SACE Accreditation, Recognition and Certification Committee
- University of SA 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 2022:

- Issues from individual members and situations that have emerged in their contexts
- Principal queries/issues
- AEU re: Leaders' issues
- DfE Disability Policy and Projects – Special Options process
- DfE Curriculum and Learning – Curriculum Materials development
- DfE People & Culture – MyWellbeing project
- DfE People & Culture –Associations Roundtable & Operations
- Meetings with the Minister for Education, Training & Skills – Blair Boyer
- Meetings with the Opposition Education Spokesperson – John Gardner
- Meetings with the Chief Executive – Professor Martin Westwell

Appendix 3: Auditor's Report

South Australian Secondary Principals' Association Inc. For the year ended 30 June 2022

Independent Auditors Report to the members of the Association

We have audited the accompanying financial report, being a special purpose financial report, of South Australian Secondary Principals' Association Inc. (the association), which comprises the committee's report, the assets and liabilities statement as at 30 June 2022, the income and expenditure statement for the year then ended, cash flow statement, notes comprising a summary of significant accounting policies and other explanatory information, and the certification by members of the committee on the annual statements giving a true and fair view of the financial position and performance of the association.

Committee's Responsibility for the Financial Report

The committee of South Australian Secondary Principals' Association Inc. is responsible for the preparation and fair presentation of the financial report and has determined that the basis of preparation described in Note 1 is appropriate to meet the requirements of the Associations Incorporation Act 1985 SA and is appropriate to meet the needs of the members. The committee's responsibility also includes such internal control as the committee determines is necessary to enable the preparation and fair presentation of a financial report that is free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on the financial report based on our audit. We have conducted our audit in accordance with Australian Auditing Standards. Those standards require that we comply with relevant ethical requirements relating to audit engagements and plan and perform the audit to obtain reasonable assurance whether the financial report is free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial report. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial report, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the association's preparation and fair presentation of the financial report, in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the association's internal control.

An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of accounting estimates made by the committee, as well as evaluating the overall presentation of the financial report. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

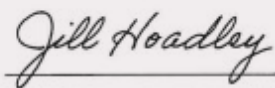
Opinion

In our opinion, the financial report presents fairly, in all material respects (or gives a true and fair view –refer to the applicable state/territory Act), the financial position of South Australian Secondary Principals Association Inc. as at 30 June 2022 and (of) its financial performance for the year then ended in accordance with the accounting policies described in Note 1 to the financial statements, and the requirements of the Associations Incorporation Act 1985 SA.

Basis of Accounting and Restriction on Distribution

Without modifying our opinion, we draw attention to Note 1 to the financial statements, which describes the basis of accounting. The financial report has been prepared to assist South Australian Secondary Principals' Association Inc. to meet the requirements of the Associations Incorporation Act 1985 SA. As a result, the financial report may not be suitable for another purpose.

Auditor's signature:



**Jill Hoadley CPA
Director**

Auditor's address:

JSA Accounting Pty Ltd
62 Hillier Road, Reynella SA 5161

Dated: 10 / 10 / 2022

True and Fair Position

South Australian Secondary Principals Association Inc.

For the year ended 30 June 2022

Annual Statements Give True and Fair View of Financial Position and Performance of the Association

I, Nigel Gill, being a member of the committee of South Australian Secondary Principals' Association Inc. certify that the statements attached to this certificate give a true and fair view of the financial position and performance of South Australian Secondary Principals Association Inc. during and at the end of the financial year of the association ending on 30 June 2022.

Signed:

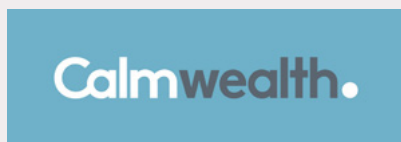

Chairperson:

Dated: 3/11/2022

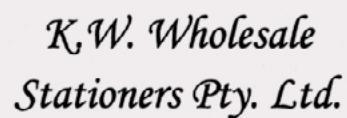
Association Report - South Australian Secondary Principals' Association Inc

Sponsors

Gold Business Partners



Silver Business Partners





saspa.com.au
Incorporated Number: A9416