

Department for Education
and Child Development
ANNUAL REPORT 2015



**Government
of South Australia**

Department for Education
and Child Development

2015

The Department for Education and Child Development
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About this report

Welcome to the 2015 calendar year annual report for the Department for Education and Child Development (DECD).

Our goal through annual reporting is to provide open and transparent communication to stakeholders about the department's performance and achievements.

Our stakeholders

- More than 180,000 children and young people in South Australia who attend more than 900 public schools and early childhood services
- Their parents and care givers
- Approximately 20,000 babies born in South Australia each year, and children up to 4 who are the clients of the Women's and Children's Health Network
- The children in our care and other vulnerable families who we support through Families SA
- Some 29,793 departmental staff including teachers, school-based staff, early childhood educators, Families SA staff, and staff in local offices and Corporate Office
- Unions and representative organisations of staff
- All South Australians.

Context

Approximately 64% of all school students in South Australia are in government schools.

The department is accountable through the Minister for Education and Child Development to the South Australian Parliament.

This annual report presents information about the department's activities and outcomes in 7 main chapters that cover the spectrum of public education and child development, child health and child protection services in South Australia through the lens of our strategic plan.

History

The Department for Education and Child Development was created in October 2011 to provide a range of integrated education, health and child protection services for the benefit of families, children and young people. The process of bringing these services to the public under the new portfolio was completed by January 2012.

Vision

A high-performing system that improves the educational attainment and wellbeing of South Australia's children and young people.

This report

This annual report also includes information about our department that details our corporate governance framework, our place in the national education, child development and child protection agendas, and our achievements in line with our strategic plan. There is a financial summary and a chapter that incorporates all statutory reporting required by the government.

The term 'sites' used in this annual report refers to children's centres, preschools and schools across South Australia.

Please note that the term 'Aboriginal' used in this report is inclusive of Torres Strait Islander people.

In line with the state government's commitment to the environment and decreasing the printing of annual reports, this report is only available online via our website.

A separate report provides all financial information for DECD for the financial year 2014-15, accessed at www.decd.sa.gov.au > About DECD.

Our priorities

DECD's Strategic Plan 2014-2017, outlines 6 priority areas for improvement that will be delivered to the South Australian community over the coming years.



Higher standards of learning achievement



Improve health and wellbeing



Improve and integrate child safety



Engage children, families and communities



Right service at the right time



Build a better system

Letter of transmittal

The report outlines the achievements and performance of the Department for Education and Child Development for the calendar year ended 31 December 2015.

The Hon Susan Close MP
Minister for Education and Child Development

Dear Minister

In accordance with the *Public Sector Act 2009*, the *Public Finance and Audit Act 1987*, and the *Education Act 1972*, I am pleased to present to you the Department for Education and Child Development Annual Report 2015 for presentation to Parliament.

The report outlines the achievements and performance of the agency for the calendar year ended 31 December 2015.

The report also presents information on the department's finances and human resources relating to the 2014-15 financial year. Please note that the department's full financial statements are available in a separate document online at www.decd.sa.gov.au >About DECD > Annual reports.

In the past 12 months DECD has continued its important reform work focusing on improving service delivery for children, young people and their families.

One of the many developments in our department this year has been the introduction of partnership performance reviews. These reviews are part of a comprehensive plan to deliver improvements within schools and preschools, to strengthen accountability and to identify successful practices so they can be shared with others.

DECD initiated a statewide recruitment campaign to encourage people to consider foster care, and started the Linking Families project during 2015 to provide phone-based case management and referral services for vulnerable South Australian families.

I would like to also acknowledge the ongoing work in sites such as preschools, early childhood services, schools and through the Child and Family Health Service this year, as well as the strategic and practice-based improvements made by Families SA to support our most vulnerable children and their families.

I wish to take this opportunity to thank DECD staff for their ongoing contributions towards improving opportunities for all children and young people.

Yours sincerely

Tony Harrison
Chief Executive

Department for Education and Child Development, 31 March 2015

Executive summary

State NAPLAN results improvement

In 2015, South Australia's NAPLAN results improved in 12 of the 20 test domains, according to the summary report released by the Australian Curriculum, Assessment and Reporting Authority (ACARA). The results also revealed that between 2014 and 2015, South Australia moved closer to the Australian average in 15 of the 20 test domains.

Better SACE results for public students

Six of the 12 students in South Australia who achieved the top Australian Tertiary Admission Rank (ATAR) of 99.95 attended government schools. For the third year in a row, South Australia's government schools have increased the number of students achieving SACE, with 508 more students receiving their certificates in 2015 than in 2014.

Families SA highlights

During 2015, Families SA embarked on a major staff recruitment drive for frontline child protection roles, as well as several initiatives to reinvigorate the extensive volunteer program. For the fourth year running, more South Australian children were placed in kinship care (1261) than foster care (1158) at 30 June. This is particularly true for Aboriginal children, with 443 placed in kinship care and 261 in foster care for 2015. The Linking Families project commenced during 2015 to provide phone-based case management and referral services for vulnerable families.

Building a high-performing system

During 2015, the transformation of DECD's corporate structure and model of service delivery began. More than 30 change projects were conducted during the year, plus other stand-alone reviews to improve operational processes. Partnership performance reviews were conducted in all partnerships across the state, and a performance review framework was released to better evaluate student education outcomes.

First Chinese bilingual school established

A plan to establish South Australia's first Chinese bilingual school was launched by the Minister for Education and Child Development in November 2015. Metropolitan schools were invited to register their interest in this initiative.

Chapter 1:

About the department

We are a department working for South Australia's children and young people.

South Australia has led the nation by bringing together services that support children and young people from the day they are born. We are committed to giving every child every chance to have the best start in life, when their young brains are forming, to improve their chances of future success.

We recognise that the success of these critical responsibilities depends on mutually beneficial partnerships with parents and families, community, tertiary providers, industry, government and non-government organisations.

We invest in our employees, including teachers and leaders, who, collectively, are an impressive force for future change and can turn good students into great students.

Through the Office for Child Protection and Families SA, we deliver services to protect children and strengthen families. Through the Women's and Children's Health Network, we deliver health and wellbeing services aimed at all newborn babies and children up to 4 years old. These services provide essential foundations for young South Australians to thrive.

The DECD workforce is one of the biggest in South Australia with 29,793 people including teachers, school support staff, early childhood educators, and Families SA staff across sites, regional offices and Corporate Office.

Key education and care functions

To oversee early childhood care and development services for South Australian families

DECD oversees the provision of family day care, rural and occasional care, preschool education, children's centres, out of school hours care programs, plus health and wellbeing services that support parents, carers and children. We partner with the Australian Government as well as the community sector and local government to integrate all services, with a focus on providing high quality teaching and learning.

To provide services that benefit children and families

DECD works with all families early in their journey to support parents and ensure the individual needs of each child are met, fostering the best development and learning outcomes for each child to maximise their potential.

To lead and manage South Australia's education system

DECD leads South Australia's public education system, with the goal of delivering world-class primary and secondary education in all areas of the curriculum. We want every child to achieve their potential, and we see families as our partners to ensure each and every child leaves school with strong skills and a positive outlook.

To provide the State's statutory child protection service

DECD works with families to keep children safe from harm and to build parents' capacity to care safely for their children. If children and young people are not able to remain safely in the care of their birth family, we are responsible for the care and support of these children as they enter out-of-home care, and for children under the Guardianship of the Minister.

Strategic plan – Building a high-performing system

The DECD Strategic Plan 2014-2017 was released in July 2014. Through this plan DECD aims to strengthen South Australia's public education system, improve health, wellbeing and child safety, increase the engagement of children, families and communities, provide timely access to services, and provide an effective, efficient transparent system. The plan recognises that all services, especially those in the corporate sphere, should be designed to support day-to-day teaching, care and protection, leadership provided by our staff, and the learning and development of children and young people.

The plan is supported by 2 detailed companion documents:

- Building a High-Performing System is a business improvement plan that sets out critical short-term priorities for lifting the capability, performance, integrity and effectiveness of South Australia's public education and care system over the next 2 years. See page 88 for reporting.
- Families SA Service Plan outlines the changes to the delivery of child

protection services aimed at providing practical assistance to families that focus on their strengths, supports and protective factors to ensure that contact with the child protection system adds value to children, young people and their families. See page 42 for reporting.

These 3 core documents reflect the need for DECD policies and systems to be more robust, transparent and flexible. They signal the introduction of new ways of working together and taking individual and collective responsibility for improving outcomes for children, young people and families, whatever our role in the organisation.

This annual report aligns outcomes and activity in the department with our strategic plan. For further details about the plan visit <http://www.decd.sa.gov.au/department/about-department/decd-strategic-plan-2014-2017>

South Australia's Strategic Plan

South Australia's Strategic Plan (SASP) contains 100 targets that support the 7 priorities for South Australia's future. These priorities are areas where we can make the most difference to the lives of everyday South Australians and the most difference to the future prosperity of our state.

DECD is the lead agency for education and early childhood, which has 7 targets:

- T12 Early Childhood – AEDI – Increase the proportion of children developing well
- T14 Early Childhood – Year 1 Literacy – by 2014 achieve a 10% improvement in the number of children reading at an age-appropriate level by the end of year 1 and maintain thereafter

- T15 Aboriginal Education – Early Years – increase yearly the proportion of Aboriginal children reading at age appropriate levels at the end of year 1
- T27 Understanding of Aboriginal Culture – Aboriginal cultural studies included in school curriculum by 2016 with involvement of Aboriginal people in design and delivery
- T87 Reading, writing and numeracy (national minimum standards); Reading, writing and numeracy (high proficiency bands)
- T88 Science and maths – by 2020, increase by 15% the number of students receiving an Australian Tertiary Admissions Rank (ATAR) or equivalent with at least 1 of the following subjects: mathematics, physics or chemistry
- T89 SACE or equivalent – Increase yearly the proportion of 15-to-19-year olds who achieve the SACE or comparable senior secondary qualification.

For details of DECD's reporting see <http://saplan.org.au/targets>

Universal and targeted services for families (our partners)

DECD provides universal services for the benefit of all South Australian children and families, as well as specific, targeted services for identified families in need of assistance.

Our partners

DECD values and works towards strong, effective partnerships with parents and families, community, tertiary providers, industry, government and non-government organisations.

In education, we have collaborative relationships with non-government early childhood providers, and Independent and Catholic schooling sectors, so all parents and students can exercise choice, confident that quality is a hallmark of the educational options offered across the state.

Through Families SA, we work with children and families and other government and non-government stakeholders in the child protection system, providing services including out-of-home care, foster care, kinship care, residential care and support to families.

DECD provides universal services for the benefit of all South Australian children and families, as well as specific, targeted services for identified families in need of assistance.



We work closely with SA Health through common partnerships as well as the Women's and Children's Health Network. For further details see page 38.

Education and child development (ECD) local partnerships

From the beginning of 2014, the department moved from a regional structure to education and child development (ECD) local partnerships. This term has now been refined to 'partnerships'. All government preschools and schools are part of a partnership.

The 60 partnerships (one of the key drivers of the department's change agenda) continued in 2015 with a shared vision of improving outcomes for all children and young people within and across the 900+ sites.

To achieve DECD's objectives related to the quality of teaching and improvement of learning outcomes in government schools and preschools, each partnership is led by an education director. Each of the 20 education directors provides strategic, innovative educational leadership ensuring agreed improvement targets are set in each site and partnership to maximise learning for all students. The education directors also support site self-reviews, National Quality Standard assessments and comprehensive review processes.

In 2015 education directors provided vital input and feedback on key systems initiatives and priorities towards successful implementation and achievement of desired outcomes. The 3 key areas of focus for partnerships in 2015 included:

- developing partnership plans aligned to the department's key performance indicators in literacy, numeracy and attendance
- the Results Plus initiative, aimed at tracking and monitoring every child's growth, developing a school-based improvement cycle, improving the pedagogical practice of teachers and implementing effective intervention strategies. Leaders and key school staff engaged in a series of training and development modules to support this work
- participation in partnership performance reviews aimed at identifying achievements and opportunities for improvement in schools and preschools, strengthening collective accountability and identifying successful practices to be shared across schools, preschools and partnerships. The reviews were highly successful and the 60 individual reports provide valuable information upon which the department will make future decisions. See page 88 for details.

All 3 areas of focus are based on analysis of site and systems data and evidence to ensure a lift in achievement across the state in each school and preschool.

DECD governance framework

South Australian public education and care and child protection is delivered by an interconnected system of individual sites that include schools, preschools, local offices and the Corporate Office of DECD.

The Corporate Office governance structure was revised late in 2013 in response to recommendations from both the DeBelle and Allen reports. Further details are available at <http://www.decd.sa.gov.au/sites/g/files/net691/f/decd-governance-framework.pdf>

All DECD staff are required to adhere to a set of governance arrangements that cover ethical conduct, rigorous financial management standards, clear roles, responsibilities and delegation rules, and a clear employment framework.

DECD upholds and incorporates the following principles of good governance:

- Accountability
- Transparency/openness
- Integrity
- Stewardship
- Efficiency
- Leadership
- Stakeholder participation.

The DECD Governance framework has 6 essential elements: Strategy, planning and monitoring, Effective and appropriate committee structures, Accountabilities, Risk management and assurance, Transparency and disclosure, and Public sector citizenship.

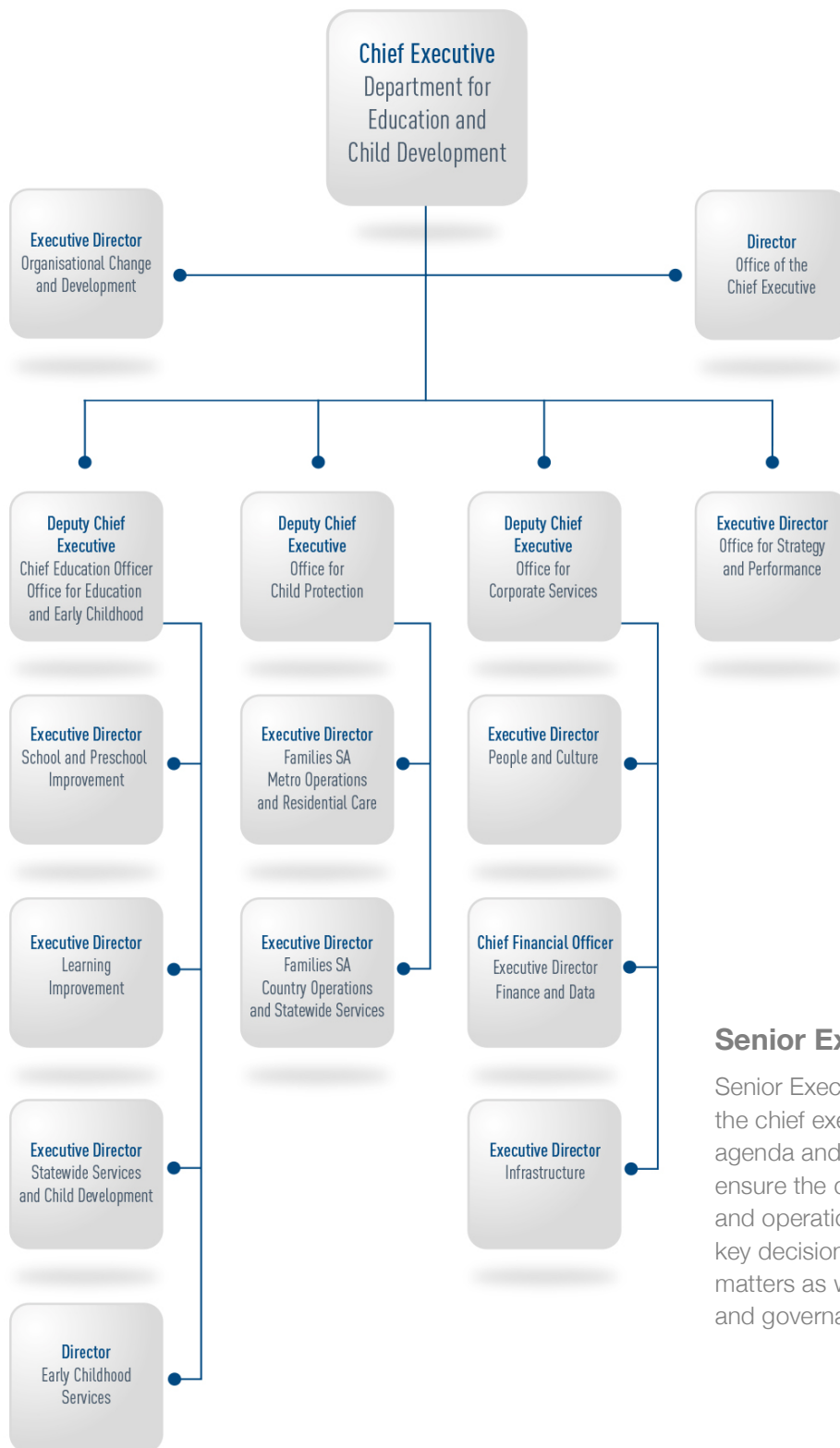
The department's purpose and direction is guided and influenced by national, state and departmental priorities, and established through strategic planning and budget documents that outline its key objectives, strategies and performance indicators.

In particular, the DECD Strategic Plan 2014-2017 provides the long-term vision and priority focus areas to help deliver better outcomes for South Australian children, young people and families.

For further details about governance visit <http://www.decd.sa.gov.au/department/governance>

Governance structure

DECD has a limited number of governance committees to advise and support the chief executive in discharging responsibilities.



Senior Executive Group

Senior Executive Group (SEG) supports the chief executive to set the strategic agenda and direction for DECD and to ensure the department meets its strategic and operational objectives. The SEG is the key decision-making body for policy matters as well as long-term strategy and governance.

Legislative responsibilities

The department, through Minister for Education and Child Development, the Hon Susan Close, holds responsibility for the following Acts and regulations made under them:

- *Adoption Act 1988*
- Adoption Regulations 2004
- *Children's Protection Act 1993*
- Children's Protection Regulations 2010
- *Children's Services Act 1985*
- Children's Services (Appeals) Regulations 2008
- Children's Services (Registered Children's Services Centres) Regulations 2003
- *Education Act 1972*
- Education Regulations 2012
- *Family and Community Services Act 1972*
- Family and Community Services Regulations 2009.

Powers were delegated to the Minister for Education and Child Development by the Minister for Health and Ageing in accordance with the *Administrative Arrangements Act 1994*.

The instrument of delegation operates only in relation to the Child and Family Health Service delivered by the Women's and Children's Health Network. These Machinery of Government changes were detailed in the 2012 DECD Annual Report.

Public accountability

Responding to concerns or complaints

Complaints are an essential form of customer feedback that supports service accountability and quality improvement. DECD works in partnership with children, families and community members to resolve any concerns and complaints they may have about services provided by the department. DECD's complaint management system aligns with the Australian Standard for Complaint Management (AS/NZS 10002:2014).

DECD encourages local resolution of complaints directly with the staff in education, early childhood and care settings wherever possible. Sometimes this may require support from the site leader. Where a complaint cannot be resolved at a local level, further information, advice and assistance can be provided by the Education Complaint unit.

At any point in the process, children, parents and members of the community are also able to refer their concerns to an external authority, such as the South Australian Ombudsman. For statutory reporting on complaints, see page 109.

DECD planning and reporting framework

The DECD Planning and Reporting framework provides the structure through which the objectives of the department are set and the means of attaining those objectives are determined and resourced.

The framework is designed to establish effective management principles throughout the agency, define clear accountabilities, monitor and report on performance, and through this, improve outcomes for children, young people and families.

State and broader context

Child development and wellbeing legislation

As part of the South Australian Government's Every Chance For Every Child strategic priority, in 2014 the state government introduced a Child Development and Wellbeing Bill into Parliament following extensive community consultation and stakeholder feedback.

The Bill aims to entrench within legislation the importance of children and young people in South Australia and it includes proposals for a set of principles on children and young people's development for South Australia, a child development council to oversee an outcomes framework for children and young people, and provision for South Australia's first commissioner for children and young people for South Australia.

During 2015 there was extensive consultation with children and young people across South Australia, with 1654 responses from young South Australians aged 4-18. The consultation process was led by the Council for the Care of Children in partnership with DECD, Save the Children Australia, Professor Pauline Harris, The Lillian de Lissa Chair, Early Childhood (Research), University of South Australia, and the Office of the Guardian for Children and Young People.

The Bill will be progressed following consideration of recommendations to be provided from the Child Protection Systems Royal Commission.

Supporting national objectives

During 2015 DECD continued to implement or finalised a number of education-based and child protection-based national partnership agreements and national initiatives for early childhood and schooling. These were agreed by the Council of Australian Governments (COAG) in previous years and include:

- Australian Curriculum
- Early Childhood Education (Universal Access)
- Independent Public Schools
- MoneySmart Teaching
- National Education Reform Agreement
- National Framework for Protecting Australia's Children 2009-2020
- National Quality Agenda for Early Childhood Education and Care
- National School Chaplaincy program
- More Support for Students with Disabilities
- Remote School Attendance Strategy
- SA Advanced Technology Industry – School Pathways program
- Trade Training Centres in Schools program.

More information about these school/education-based national partnerships can be found at <http://www.federalfinancialrelations.gov.au>

DECD's regional initiatives

Key service statistics – regional

There are 262 government schools located in regional South Australia, with an enrolment of approximately 51,904 students (term 3, 2015 data). This represents 30.8% of the total enrolments in the state.

Child and Family Health Services provides support services to families that include a (universal) contact visit after they bring their baby home. There were 4472 of these visits across regional SA in 2014-15.

There are 13 **children's centres** currently operating in regional areas across the state, bringing together preschool, child health and family support services in the one place to meet the specific needs of local families.

Families SA has a number of grant-funded agreements with non-government service providers for the provision of out-of-home care and family support services in regional areas. These services include residential care, family-based care and family support services. There are 2 operational directorates of Families SA (metropolitan and country).

<i>Families SA services in regional areas</i>		
Families SA Country directorate	Eyre and Western Far North Limestone Coast	Ceduna Port Lincoln Whyalla Coober Pedy & APY Lands Port Augusta Limestone Coast Mt Gambier
	Murray and Mallee	Murray Bridge Riverland (Berri)
	Yorke and Mid-North	Kadina Port Pirie
	Adelaide Hills	Fleurieu and Kangaroo Island
	Mount Barker	Mt Barker and Victor Harbor

School education in regional areas

DECD provides **additional funding** to schools in rural and remote areas through the Resource Entitlement Statement (RES) to address the higher cost of providing services.

A 'rural and isolated index' is allocated to schools located more than 80km from Adelaide and covers the additional transport costs incurred by rural and remote sites to access the same level of services as metropolitan schools. There are also additional country loadings in recognition of the additional costs incurred by country schools due to distance and school size.

There are various **specialisation programs** in regional SA schools including agriculture, aquaculture and viticulture. A 4-year initiative to provide schools with start-up grants of \$50,000 to increase the number of specialist programs is available across the state. Of the 22 successful schools that received these grants in 2014-15, 10 of these were regional schools.

Better behaviour centres are part of a statewide network of programs and services that provide high quality restorative educational programs for students whose learning, social, emotional, behavioural or health needs are beyond the capacity of the mainstream classroom. These students need exceptional arrangements to help them access educational and work pathways. Two centres are based in country locations (Murray Bridge High School and Port Lincoln High School).

Student engagement – school and community partnership-supported students can be enrolled through a DECD school enrolment strategy (flexible learning options – FLO) provides identified, vulnerable

secondary students with an individual case manager and a flexible and accredited learning program, as well as support to transition to further education, training or employment. Although the funding is provided to the school of enrolment, the local student engagement and community partnership coordinator supports the school to partner with relevant services from local community government and non-government agencies.

In 2015, there were 262 local community stakeholders supporting the re-engagement in learning for some 5000 FLO-enrolled students across the state, 1300 of whom were located in regional areas. There were 24 community and school-based learning sites that operate in regional SA.

In 2015, Student Engagement staff supported schools to provide relevant support and learning services for students at educational risk and who have disengaged from school (R-12) through facilitating key community networks across the following broad regional areas: Gawler, Kadina, Port Pirie, Whyalla, Port Lincoln, Mount Gambier, Murray Bridge and Berri.

The FLO enrolment strategy is available in all regional South Australian schools and to December 2015, has supported statewide 5353 FLO-enrolled secondary students to re-engage in school and to transition to further education, training or employment pathways. As at term 4, 2015 there were 1586 FLO-enrolled students from regional areas.

In 2015 there were 222 complex and highly disengaged regional primary school students being supported by student engagement case management funding.

Services for students with disabilities in regional areas

Approximately 33% of students with disabilities are located in regional areas (5003.8 FTE students in term 3, 2015). DECD provides a range of special options including special schools, disability units and special classes.

Services for Aboriginal students in regional areas

In 2015, there were 10,367 Aboriginal students enrolled in DECD schools in South Australia. This is an increase from 8616 in 2011. In 2015, 52% of Aboriginal student enrolments were in the metropolitan area, 48% in regional and remote areas of SA.

Since 2001, DECD has facilitated **Australian Hearing** visits to the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands 3 times per year, providing assessments for children and families. In addition, since 2009 the Riverland Community Health and Riverland Aboriginal Health Team project and DECD jointly provide hearing assessments and advice in Riverland schools for students in reception to year 2.

The **Dame Roma Mitchell Scholarship Awards** began in 1993 to provide financial support for Aboriginal students undertaking studies in year 11 to complete the South Australian Certificate of Education (SACE). Since 1993, there have been 61 recipients of the scholarships, with a large proportion from regional areas.

The **Workabout Centre** model engages Aboriginal young people in educational and employment pathways by building relationships between education providers, industry, Aboriginal communities and other

organisations. There are two Workabout Centres currently operating; 1 in Northern Adelaide region and the other in the Far North region, based at Port Augusta Secondary School. In 2015, across the state 330 students participated in activities with the Workabout Centres. (64 students of these were with the Port Augusta Workabout Centre).

The **Aboriginal Programs Assistance Scheme** (APAS) provides resources for a variety of programs that support Aboriginal students in their academic achievements. In 2015, 159 regional and remote schools received APAS funding to support 686 primary school-aged Aboriginal students and 649 secondary school-aged Aboriginal students.

DECD employs **staff** specifically dedicated to provide advocacy and support services to Aboriginal students and families to maximise the student's social, wellbeing and or learning outcomes. The department has a partnership model to strengthen relationships at the local level, to work with families, schools and preschools. In 2015, 728 employees indicated that they were of Aboriginal descent, of these 306 were based in regional areas. The 2015 total Aboriginal figure represents 2.4% of overall DECD employees and exceeds the 2% state government strategic target of Aboriginal employee representation.

In 2015, Aboriginal staff included Aboriginal cultural consultants, Aboriginal education teachers, Aboriginal community education managers, Aboriginal inclusion officers, Aboriginal secondary education transition officers and Aboriginal community education officers.

DECD strives to engage Aboriginal parents with schools and staff through a number of methods. In 2015, there were 72 Aboriginal parents on **school governing councils** in remote and regional areas across the state, and 49 Aboriginal people on Aboriginal voice committees across the state.

Homework Centres aim to improve the literacy and numeracy skills of Aboriginal students. Funding is provided to identified sites. In 2015, there were 12 homework centres across the state engaging 386 students.

DECD services on the APY Lands

The need to accelerate better educational outcomes and 'close the gap' for Aboriginal children and young people is a state priority that is clearly articulated in South Australia's Strategic Plan (SASP). DECD implements a number of strategies to engage and support Aboriginal children and young people in the APY Lands to achieve high quality learning outcomes, including the following:

- all schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands are Aboriginal focus schools, with actions and activities to support the achievement of Aboriginal students
- a common school model and curriculum across the Anangu schools (APY Lands, Oak Valley and Yalata) was introduced in 2015, with a daily learning program structured the same way in each school and Australian Curriculum units specifically adapted to include Anangu culture and language

- in 2015 the Anangu schools also introduced a series of uninterrupted teaching blocks to give students the time to concentrate, work and develop routines to fulfil their learning potential, with visits from external organisations scheduled outside of these times
- the Wiltja Secondary College and Wiltja Boarding facility provides quality teaching and learning programs to Anangu secondary students willing and able to engage in mainstream schooling in Adelaide. Wiltja's ambition is to fully develop each student's academic and social potential. In 2015, 9 students graduated from year 12 at Wiltja – the highest number achieved in any one year
- the Fregon Children and Wellbeing Centre was formally opened by the Minister for Education and Child Development on 7 September 2015, through a joint initiative of the South Australian and Australian Governments to support families and children from birth to age 5, get the best start to their education
- the APY Trade Training Centre (APY TTC) Umuwa has responded to growing demand for training since it opened in 2013. Enrolments have exceeded 1000, with 631 young people benefiting from nationally accredited and other formal training to date. The centre offers 23 different courses.

Early childhood services in regional areas

Since 2005 the state government has committed to grow the **children's centre** network across South Australia, with 13 centres currently operating in regional areas. Regional locations of children's centres are:

Ceduna	Ernabella	Clare
Goolwa	Hewett	Murray Bridge
Mount Gambier	Port Lincoln	Port Pirie
Renmark	Whyalla	
Port Augusta	Andamooka	

As part of the 2015-16 State Budget, a new children's centre will be established by refurbishing a building on the Roxby Downs Kindergarten and Area School site.

Preschool is a play-based, sessional, early childhood education program designed and delivered by degree-qualified teachers using the Early Years Learning framework. There are approximately 406 government-managed and DECD-funded non-government preschools across South Australia, with approximately 18,000 children attending; 171 of these preschools are located in rural, regional and remote communities. Early childhood teachers also conduct home visits and play days to families on station properties and isolated communities in the far north and north-west of South Australia.

Through a national partnership agreement, 120 non-government services are currently receiving funding to deliver a preschool program catering for approximately 2,000 children, of which 17 services are currently delivering a preschool program in rural, regional and remote communities.

Rural integrated preschool and childcare integrates preschool and a childcare in a purpose-built facility.

DECD currently operates 12 **family day care** schemes that provide care to approximately 7800 children per week in the homes of 729 educators across South Australia.

Alongside family day care, DECD operates **respite care** as a specialised disability service, providing a range of home-based services to families with children with disabilities across South Australia.

Rural care provides full-day childcare for a small number of babies, toddlers, preschool and school-age children in a government preschool in small rural communities.

The **Playgroups in Schools** program caters for parents, carers and their children from birth to school age to meet regularly, with children learning through play and interaction with other children.

A **playcentre** is a facilitated playgroup for children before school entry age and their families in small communities where there are insufficient eligible preschool children to operate a preschool. DECD offers **occasional care services** that provide short-term childcare for babies, toddlers and children under school age, for generally up to 3 hours per child per week.

Learning Together is a family learning and support program for families with children aged birth to 3 years of age.

Public education and care in SA

Education and Early Childhood Services Registration and Standards Board of SA

The *Education and Early Childhood Services (Registration and Standards) Act 2011* provides a legislative framework that underpins the delivery of South Australian schooling and early childhood services. The regulatory board is the Education and Early Childhood Services Registration and Standards Board of South Australia.

To read the board's annual reports visit www.eecsrbs.sa.gov.au/publications/

Public education as a social service

Public education is a key contributor to developing a democratic, equitable, prosperous and cohesive society for our state now and into the future. Public education in South Australia is made up of more than 900 local school, preschool and childcare communities. These communities provide quality care and education so that every young person has the opportunity to be a successful learner and an active and informed citizen.

Public education aims to provide an integrated service for the benefit of all students, including those with special needs or those who are Aboriginal. Site improvement plans for each school also focus on improvements for Aboriginal students.

The role of preschools and schools

Every weekday, more than 180,000 children and young people across our state attend public schools or early childhood settings.

These preschools, children's centres, primary schools, secondary schools, area schools, special schools and other sites are located in the city and metropolitan areas, as well as in rural and remote areas.

Collectively these education and care settings are known as 'sites' and there are currently 900+ of these.

The teaching workforce including leadership and teaching positions (school and preschool) comprises more than 18,000 departmental employees.

Curriculum

Curriculum describes the core knowledge, understanding, skills and capabilities students should learn as they progress through education. Teachers use curriculum to plan student learning, monitor and assess student progress, report student progress to parents, and support student wellbeing.

The early years

South Australian early childhood services use the Early Years Learning framework prior to school to ensure children receive quality education programs in their early childhood setting. The framework's vision is for all children to experience play-based learning that is engaging and builds success for life.

It is a guide for early childhood educators who work with children from birth to transition to school. They use the framework in partnership with families, children's first and most influential educators, to develop learning programs responsive to children's ideas, interests, strengths and abilities and recognise that children learn through an active learning environment.

The Early Years Learning framework describes childhood as a time of Belonging, Being and Becoming:

- *Belonging* is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place
- *Being* is about living here and now. Childhood is a special time in life and children need time to just 'be' – time to play, try new things and have fun
- *Becoming* is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.

Reception to year 10

South Australia is implementing the Australian Curriculum in all government schools and it is the basis of educational programs provided by schools to students from reception to year 10. Students are taught in a range of class settings, including composite and multi-age classes.

The Australian Curriculum covers 8 learning areas: English, mathematics, science, humanities and social sciences (history, geography, civics and citizenship, economics and business), the arts, languages, health and physical education, and technologies.

There are also 7 general capabilities addressed through the content of learning areas – these are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding. For details see <http://www.australiancurriculum.edu.au/generalcapabilities/overview/introduction>

Teachers use the Australian Curriculum to plan, teach, assess and report on students' learning. By the end of 2016, the Australian Curriculum will be used in all schools for students from reception to year 10.

Senior years

All young people between the ages of 16 and 17 are required to participate full-time in an approved learning program. Approved learning programs include:

- secondary school, including studying towards:
 - SACE (South Australia Certificate of Education)
 - International Baccalaureate (IB)
 - Steiner Education (Waldorf Schools)

- technical and further education (TAFE) courses or accredited courses offered by registered training organisations
- apprenticeships or traineeships
- university degrees, diplomas or other university award courses
- other programs authorised by the Minister for Education and Child Development
- a combination of the above.

Years 11 and 12 education in the South Australian school system are designed to support students and personalise their learning towards their pathways to further learning and work. Vocational education and training (VET) is offered in many government schools for students to gain work experience and industry skills while still at school (see page 77).

The South Australian Certificate of Education (SACE) can be undertaken over 2 or more years and can include a range of subjects, VET and community learning.

The SACE is an internationally recognised certificate used by South Australian students for entry to TAFE and university courses here, interstate and overseas. For information about SACE completion, see page 29 or visit www.sace.sa.edu.au.

DECD Aboriginal Strategy 2013-2016

South Australia has committed to 'closing the gap' on Aboriginal early childhood and schooling outcomes through the National Education Agreement. The need to accelerate better outcomes for Aboriginal children and young people is a state priority and is clearly articulated in South Australia's Strategic Plan.

The department implements a number of strategies to engage and support Aboriginal children and young people to achieve high-quality outcomes. For details see pages 62 (Chapter 5). In government schools, the DECD Aboriginal Strategy 2013-2016 underpins this effort. The strategy aligns with the 7 priority areas of the National Aboriginal and Torres Strait Islander Education Strategy 2015 and the DECD Strategic Plan 2014-2017.

Reconciliation

The DECD Reconciliation Action Plan (RAP) 2014-2016 focuses on the steps DECD will take to deliver the government's policies and programs to better engage with Aboriginal Australians. It brings together the key initiatives the department will undertake to actively support reconciliation as a means of improving the outcomes of Aboriginal people. The RAP builds on the DECD Strategic Plan 2014-2017 and RAP outlines our strategic approach towards embedding sustainable opportunities under the following domains: Relationships, Respect, Opportunities, Tracking progress and reporting.

In 2015, DECD continued to participate on the Reconciliation SA Education Steering Committee. The department supports Reconciliation SA in promoting and assisting with facilitating reconciliation activities and events throughout the year including Schools' Congress, reconciliation activity grants and corporate and school-based reconciliation action plans. The national reconciliation theme for 2015 was 'It's time to change it up'.

In 2015, Reconciliation Australia launched a national project, the Narragunnawali: Reconciliation in Schools and Early Learning program to target school settings. This new RAP online developer tool was launched in Adelaide at Tauondi College. South Australian schools are using the online RAP tool to meet Australian Curriculum requirements as well as the Australian Professional Standards for Teachers. For more details on reconciliation programs in sites, see page 61 (Chapter 5).

DECD also supports a national education action plan for Aboriginal and Torres Strait Islander students, developed in conjunction with all states and territories by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). The plan has 6 ambitious targets and was developed to assist education providers to accelerate improvements for these children young people across Australia.

For details see http://scseec.edu.au/site/DefaultSite/filesystem/documents/ATSI%20documents/ATSIIEAP_web_version_final.pdf

Chapter 2: Higher standards of learning achievement

NAPLAN performance reporting

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008. NAPLAN tests reading, writing, numeracy and language conventions (spelling, grammar and punctuation). The results of these tests are provided to parents and schools. Combined NAPLAN results for individual schools are also available on the Australian Government MySchool website (www.myschool.edu.au).

In South Australia's Strategic Plan our state targets in student achievement of reading, writing and numeracy, as monitored by the national NAPLAN results, focus on lifting the achievement of the lowest-achieving students and on raising the proportion of high-achieving students.

SASP target: By 2020, for reading, writing and numeracy, increase by 5 percentage points the proportion of SA students who achieve above the national minimum standard, and higher proficiency bands. (Baseline 2008).

For reporting on Aboriginal NAPLAN results, see page 62 (Chapter 5).

NAPLAN 2015 – all students

Year	Aspect	At or above minimum standard [%]	Above minimum standard [%]	High proficiency bands [%]
3	Reading	93.4	84.9	43.0
	Persuasive writing	94.0	87.2	35.2
	Numeracy	92.8	78.6	25.4
	Spelling	92.2	81.8	37.5
	Grammar	92.8	84.2	44.7
5	Reading	91.7	76.5	28.2
	Persuasive writing	89.7	74.5	12.4
	Numeracy	94.0	78.1	19.5
	Spelling	92.3	80.1	27.9
	Grammar	92.3	79.1	28.7
7	Reading	95.0	82.1	25.1
	Persuasive writing	87.6	68.8	14.7
	Numeracy	95.8	80.3	19.4
	Spelling	92.3	80.4	27.4
	Grammar	91.8	77.4	24.6
9	Reading	91.6	73.4	17.5
	Persuasive writing	78.4	55.9	12.9
	Numeracy	95.0	77.0	17.2
	Spelling	88.4	72.3	20.2
	Grammar	87.8	66.2	13.8

South Australia's NAPLAN results improved in 12 of the 20 test domains during 2015, according to the summary report by the Australian Curriculum, Assessment and Reporting Authority (ACARA).

The results also revealed that between 2014 and 2015, South Australia moved closer to the Australian average in 15 of the 20 test domains, and that a higher proportion of students achieved at or above the national minimum standard (NMS) in 14 of the 20 test domains.

South Australia's results are improving in the majority of testing areas – there has been a positive shift in the mean scale score for 13 of 20 domains from 2014 to 2015, while nationally only 9 of 20 showed a positive movement.

DECD sees it as essential that students achieve growth, and that we support them to progress to the next level in their learning pathway. The encouraging signs of improvement reflect the hard work teachers and leaders are putting in and show that past efforts are starting to have a positive impact. While these results indicate growth, we are not satisfied and we are working hard as a department to ensure students are being challenged and are performing to the best of their abilities.

NAPLAN is only one indicator of how well the education system is doing –we are also looking at student wellbeing, and building the capacity of principals and teachers to deliver improved learning through rigorous performance and accountability measures focused on lifting school standards.

Progressive achievement testing (PAT)

South Australia is the first state to implement the Progressive Achievement Tests (PAT) for mathematics and reading comprehension in government schools. These tests provide additional information to teachers to plan learning for individual learners.

In 2015, government school PAT-R and PAT-M testing occurred systematically in weeks 7-11 of term 3 for all students from years 3-10. Schools analyse their results and will be able to track individual student progress from year to year. In 2016, PAT Standard of Education Achievement (SEA) information will be included in school review processes.

Frameworks to support schools and students

Teaching for effective learning framework and resources

The Teaching for Effective Learning framework (TfEL) is the state policy position on pedagogy (how subjects are taught).

Addressing the DECD strategic priority of Higher Standards Of Learning Achievement, the TfEL framework places learners at the centre of teachers' thinking as they design quality learning experiences that aim to engage and intellectually stretch all students.

The 3 key domains of the framework are to create safe conditions for rigorous learning, to develop expert learners, and to personalise and connect learning. A suite of resources, available from <http://www.acleadersresource.sa.edu.au/> were developed in 2015 to support teachers and leaders, including:

- Leading Learning – Making the Australian Curriculum Work for Us (online resource with 75,034 unique users world-wide, 69,730 in Australia)
- Transforming Tasks pedagogic learning module (20,482 webpage visits)
- Bringing it to Life pedagogic questioning tool (20,220 webpage visits)
- Compass Online Feedback Tool (3800 individual users)
- 8000+ students involved in providing feedback to their teachers in relation to pedagogic practice
- 27 partnerships using the TfEL Pedagogic Report
- TfEL Teachers' Companion – teachers' planning diary/Facebook professional community group (6500 distributed in 2015, plus another 6500 in 2016)
- 2425 members of the Facebook group
- 'TfEL in every classroom' professional development for teachers and leaders to develop understanding and classroom practices aligned to the TfEL framework (188 workshops, 12,193 participants).

Additionally, there has been significant interest in this work, with TfEL materials being requested and distributed across Australia and worldwide.

In 2015, 9 TfEL pilots progressed our priority of Engaging Children, Families and Communities by developing collaborative partnerships with the wider community, and across their regions, by placing the voices of young people at the centre of school improvement. Outcomes of this work will be seen with future learning and emergent practices packaged as resources in 2016.

Australian Curriculum to support partnerships and schools

In 2015, schools continued to receive significant resources to support them in implementing the Australian Curriculum. These included 2 additional pupil-free days and, for primary schools, an extra allocation of per-capita funding.

Primary schools also received Australian Curriculum coordinators based in every partnership. These coordinators worked directly with classroom teachers in schools.

All primary and secondary schools continued to be supported by Australian Curriculum implementation officers (14 primary, 10 secondary) who:

- worked with school leaders to design and deliver professional learning programs to address local needs and contexts, improve teaching practices and build leadership capacity in schools
- provided advice about learning and assessment design, collaborative moderation, and delivered workshops and conferences for teachers about specific learning areas eg mathematics

- facilitated or led professional learning communities that supported leaders and teachers to draw on the strengths, expertise and experience of their colleagues and to design learning that engages and intellectually challenges students and improves the standard of their achievement
- provided schools with, and modelled the use of, a range of resources that can be adapted for varied professional learning contexts.

Teachers of primary mathematics and science received additional support through the Mathematician in Residence and Scientist in Residence programs, as well as mathematics and science professional learning specifically targeted to the needs of years 7 and 8 teachers.

Reporting on student learning

Reporting to parents/caregivers on student learning is a requirement of the *Australian Education Act 2013*. DECD requirements for reporting to parents/caregivers on student learning, in compliance with the Act, are outlined in the DECD 'curriculum, pedagogy, assessment and reporting policy' for reception to year 10. They are further clarified in the DECD guideline, 'reporting on Australian Curriculum in DECD schools reception – year 10 (V2)'.

This guideline supports the provision of quality information to parents/caregivers on their child's learning progress and achievement, and includes examples of reporting formats. These formats were reviewed during 2015 and are available on the DECD intranet.

The department has collected feedback on the 'reporting' guideline during 2015, and will undertake a review in 2016.

Numeracy and literacy initiatives

The 2015 Numeracy and Literacy Results Plus for Site Leaders program was introduced to provide systemic improvement of learner growth and achievement in numeracy and literacy, and to improve the consistency and effectiveness of educational leadership and teaching and learning practices. The indicators of preschool numeracy and literacy were successfully introduced to enable teachers across the state to assess and monitor children's numeracy and literacy development, and to plan appropriate learning experiences to engage all groups of learners.

There were also 43 numeracy and literacy coaches appointed to support teachers to improve learning achievement.

The majority of leaders reported that the program has had a positive impact on supporting their partnership to take collective action to improve numeracy and literacy.

Numeracy and Literacy Results Plus was supported by continued implementation of the DECD Numeracy and Literacy strategy: Great Start, Strong Foundations, Powerful Learners for a third year in 2015.

Over 75% of preschool and school leaders accessed the Leading Numeracy Improvement program to develop deeper understandings of the critical challenges in sites, and to learn more strategies using evidence and data for improvement.

As a result, leaders reviewed their improvement priorities and identified areas where teachers can make numeracy learning more engaging, challenging and better connected to real life situations. More students are now identifying numeracy learning goals and articulating their own progress towards those goals.

The Enriching Year 8 Mathematics project across 12 schools links to work begun earlier in the Middle Years Mathematics initiative. This project supports teachers to focus on the maths proficiencies required by the Australian Curriculum and is enabling year 8 teachers to be more confident in designing more effective teaching and learning approaches.

In 2015, 129,400 students participated in the Premier's Reading Challenge from 96% of South Australian schools. At least 1.53m books were read.

There were extensive professional learning opportunities for preschool and school staff, to improve the learning outcomes of 21,000 English as an additional language or dialect students in 2015. This professional learning focused on learning design and differentiation and moderation of student assessment data. Ongoing support for cultural understanding culminated in a week-long celebration of students' cultural and linguistic diversity held in DECD's Corporate Office.

The Great Start website has provided an extensive range of activities for parents to help them develop their child's early numeracy and literacy skills. In 2015, it was awarded the Crystal Mark recognising international excellence and commitment to plain English in an online platform.

Science, technology, engineering and mathematics (STEM) strategy and achievements

Workers of the future will need to be highly skilled in science, technology, engineering and mathematics (STEM) to ensure economic prosperity for South Australia. To support all young people to have high level knowledge and skills in STEM, DECD is implementing a range of activities to support teachers' increased content knowledge, confidence and effective pedagogies that will lead to better student engagement, achievement and career pathways.

A direct measure of success is through data towards South Australia's Strategic Plan, target 88. (By 2020, increase by 15% the number of students receiving an Australian Tertiary Admissions Rank or equivalent in at least 1 of the following subjects: mathematics, physics or chemistry, while indirect measures are seen in the numbers of students engaging with STEM activities and schools developing priorities around STEM.)

In 2015, DECD enabled the following outcomes through a range of initiatives:

Local programs based on the needs of specific school communities

The 8 STEM specialist schools and focus schools developed programs to help teachers and students to interact with local industries, develop new facilities and tailor engagement programs to suit their student cohort. Long-term sustainability has been paramount with longitudinal data collection

and analysis, teacher professional learning and processes in place to identify and mentor students to follow STEM pathways.

Improved teacher content knowledge, confidence and pedagogical practices

Primary and secondary teachers have increased their understanding of mathematics and science curriculum and pedagogy through the Advanced Technology Industry School Pathways project, Science by Doing professional learning, Leading Numeracy Improvement projects, and Australian Curriculum implementation programs with a special emphasis on the years 7 to 8 transition in mathematics and science.

Programs that actively involved students in STEM

Year 10 and 11 students travelled to London for the Royal Institution of Great Britain Christmas Lectures through the SpiRit of Science program, R-12 students worked on entries for in the Oliphant Science Awards and engaged with a range of local organisations through outreach education programs, and secondary students worked collaboratively to create a marketable idea in a Concept 2 Creation program.

Develop, trial and distribute STEM resources

Learning resources were developed for teachers to improve pedagogical practices in STEM subjects. A range of tools is available for teachers to review their schools' STEM programs and to ensure implementation of the Australian Curriculum in science, mathematics and technology. Resources to promote STEM pathways were developed by the RiAus in partnership with DECD. All of these resources are available online.

SACE achievements

A record 14,594 South Australian students achieved their South Australian Certificate of Education (SACE) in December 2015.

The proportion of year 12 students successfully achieving the SACE was also a record high, rising from 94.5% in 2014 to 96% in 2015.

Results highlights from students in public education

Six of the 12 students in South Australia who achieved the top Australian Tertiary Admission Rank (ATAR) of 99.95 attended public schools.

For the third year in a row South Australia's public schools have increased the number of students achieving SACE, with 508 more students receiving their certificates this year than in 2014.

The 2.4% increase in SACE attainment in 2015 takes to 7367 the number of students achieving SACE through government schools, resulting in a SACE completion rate of greater than 93% in the public system.

The growth in SACE completion in DECD schools has increased each year over the last 3 years.

Other new benchmarks set by all students in 2015 included the following:

- 5945 students completed their SACE with a vocational education and training (VET) component, compared with 5728 in 2014
- 1541 students achieved a Certificate III VET qualification while achieving their SACE – compared with 1262 in 2014

- 292 Aboriginal students completed their SACE – the most ever – up from 253 in 2014
- the total number of students who gained an ATAR for entry into universities was 11,874 – up from 11,741 in 2014.

SACE Improvement program

The SACE Improvement program aims at increasing SACE participation, completion and achievement. For details see page 77 (Chapter 6).

Specialist schools initiative

The South Australian government is committed to increasing the number of specialist schools “to give greater choice to families about their children's education”. To support this commitment, over the next 4 financial years schools will be given the opportunity to register their interest for a \$50,000 grant to strengthen an existing specialisation or investigate the introduction of new specialist school offerings.

Over \$3 million was allocated for the initiative to run for 4 financial years from 2014-15.

2015 SACE Data for DECD students

Number of DECD students completing all requirements of the SACE

Females	4033
Males	3467
Total	7500

Number of DECD students completing all requirements of the SACE with at least 1 modified SACE subject

Females	77
Males	114
Total	191

Number of DECD Aboriginal students completing all requirements of the SACE

Females	128
Males	89
Total	217

Data Extraction: 24 February 2016

In this dataset, a 'DECD' student is a student who was registered at a government school at the time of data extraction. Aboriginal refers to self-declared or sector-confirmed students. Modified subjects are designed to allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. This data considers a result in a modified subject at either Stage 1 or Stage 2.

Round 1 of the start-up grants began in June 2015, with 22 schools successfully receiving \$50,000 grants to build on their existing strengths or investigate creating a program that will help improve learning and wellbeing outcomes for their students. Round 2 began in October 2015.

Arts and humanities in schools

Arts in schools

The Come Out Children's Festival is an integral part of the biennial school calendar. In 2015, the festival's theme was 'Building bridges' and the opening event featured 1700 children singing as a mass choir from one side of the River Torrens footbridge, to another choir of over 100 older Adelaide aged-care home residents singing on the southern side of the footbridge. Children accessed performances, exhibitions and workshops across South Australia. Regional shows were sold out on the west coast, whilst other students travelled to Adelaide from the south-east and mid-north to participate in a full range of learning activities in the Arts. The 2015 Come Out Children's Festival received a nomination for a Ruby Award for Best Event.

The Creative Education Partnership: Artists in Residence (CEP: AIR) is a national program that pairs professional artists with students and teachers. It continued in 2015, providing teaching and learning benefits to 11 schools, up-skilling teachers in a variety of arts forms and involved hundreds of children and their families in metropolitan, regional and Aboriginal communities.

With shorter residencies, the state-based Artists in Schools program further contributed to the numbers of school children, teachers and their communities in a range of arts practices.

Languages in schools

The national drivers for languages education are the National Indigenous Languages Policy (September 2009), the Australian Curriculum Framework for Aboriginal and Torres Strait Islander Languages, and language-specific Australian Curriculum for 11 different languages.

Languages are a curriculum requirement for R-8 students, with the aim of students continuing up to year 12. The department works with local, national and international partners to rethink ways of working within partnerships, maximising the use of the latest technologies and resources.

In 2015, 36 additional schools started a whole-school language program, representing an 8% increase in the total number of schools offering these programs.

There are 45 government schools that offer whole-school languages programs through a blended method of delivery through DECD's Learning Languages Together initiative involving the Open Access College (OAC).

Twenty-two schools received grants to establish and maintain e-languages sister school partnerships to foster links with overseas students.

Language teachers' professional learning was supported in the context of the TfEL framework by the delivery of the Languages

Expert in Residence: Professional Investigations for Teachers of Languages program, in partnership with the University of South Australia. Twenty teachers and 12 Learning Improvement division staff benefitted from this training.

Fifteen supplementary salaries were provided to 3666 primary students from 68 schools across 24 different languages, including 7 Aboriginal languages, to study their background language as part of the 2015 First Language Maintenance and Development program.

There are currently 5 active languages memoranda of understanding with overseas governmental partners (Italy, China, France, Germany, and Spain) through which additional linguistic and cultural support is provided. The Italian agreement was renewed in August 2015.

A plan to establish South Australia's first Chinese bilingual school was launched by the Minister for Education and Child Development in November 2015.

Metropolitan schools were invited to register their interest in this initiative.

Currently, 51 government schools and 8 Aboriginal language communities support the teaching of Aboriginal languages to over 4500 students through DECD's Aboriginal community language and culture partnerships and Aboriginal languages programs initiatives.

Premier's Anzac Spirit School Prize

This prize and associated tour has been conducted in South Australia since 2007 as a cross-sector history and remembrance initiative, developed to encourage young South Australians to understand, connect with and maintain the ANZAC spirit.

DECD managed the 2015 Premier's ANZAC Spirit School Prize historical research competition, in liaison with the Returned and Services League, South Australian branch. The focus of the 2015 prize was the centenary commemoration of the April 1915 start of the Gallipoli campaign. In April, 22 students and 5 teachers travelled to Turkey to attend the Gallipoli commemoration ceremonies at ANZAC Cove.

The 2016 Premier's ANZAC Spirit School Prize was advertised to schools in September 2015. Both the prize and tour will focus on the centenary of Australia's first engagements on the Western Front in July 1915.

Reaching out into the community

Outreach education supports student learning and builds teaching capacity by developing programs that bring together the curriculum, effective teaching strategies and unique opportunities available in South Australia's major cultural organisations. For details see page 58 (Chapter 5).

Chapter 3: Improve health and wellbeing

Health, physical activity and wellbeing curriculum in schools

Learning is central to wellbeing, and wellbeing is central to learning. Research shows that being active and eating well improves cognition, memory, concentration and behaviour. That is why the health, physical activity and wellbeing curriculum areas support school leaders, teachers, students and parents to understand the interconnectedness of students' health, wellbeing and improved learning outcomes.

Keeping Safe: Child Protection Curriculum

The updated Keeping Safe: Child Protection Curriculum is used widely in DECD, Catholic and independent schools in South Australia. Teachers have indicated that the new online facility has provided them with easy access to the 7 documents and resources.

In 2015, more than 2000 staff completed the full face-to-face training, with more than 26,000 staff now trained. An additional 2000 staff also completed the online update course with more than 6500 staff trained since its release in 2014.

There has been significant interest in the curriculum from other jurisdictions including Manila, Beijing, Singapore and Indonesia.

Premier's *be active* Challenge

The Premier's *be active* Challenge grew in every category in 2015. Over 35,000 students, including 732 students with disabilities from 250 schools, completed the challenge. Ambassadors visited 9 schools and attended the Premier's Reception to promote being active, eating well and healthy living. The Premier and Minister for Education and Child Development awarded 50 high achieving schools with \$1000 each to purchase physical activity equipment, resources or professional services related to physical activity.

Right Bite strategy

This strategy was evaluated in 22 country sites (100 students, 62 adults) during 2015 by Flinders University. Recommendations from the evaluation will be enacted during 2016.

School communities downloaded over 1300 Easy Guide to Food and Drink Supply booklets in 2015, demonstrating a continuing commitment to supplying students with healthy food options.

Safe schools communities – against bullying

The department's focus on anti-bullying policy advice and associated resources align with recommendations from the 2011 Cossey Review into bullying and violence in schools.

The Coalition to Promote Safe, Supportive and Respectful Early Learning and School Communities provides advice to DECD on policy matters and school prevention and intervention strategies aimed at reducing the prevalence and impact of bullying in schools.

Behaviour coaches and other support services staff can assist schools to develop interventions for students with behavioural, social and emotional difficulties and to develop staff capacity in working with individual students.

DECD's curriculum approach to tackling bullying occurs through Keeping Safe Child Protection Curriculum, which teaches children about respectful relationships, recognising and reporting abuse as protective factors in decreasing bullying and violent incidents in schools. The curriculum also addresses the responsible use of technology to address cyberbullying.

The fifth National Day of Action against Bullying and Violence (NDA) was held on 20 March 2015. More than 43,000 students from over 115 South Australian schools participated in the event to deliver anti-bullying messages in their school communities.

From July 2015, the Children's eSafety Commissioner website and cyberbullying complaint system became operational. This enables harmful cyber bullying material targeted at an Australian child to be taken down quickly from large social media sites. DECD collaborates with the eSafety commissioner to promote and support the work of the commissioner.

DECD also collaborates with all state and territory jurisdictions to develop and actively promote the Bullying, No Way! website, Australia's premier anti-bullying resource for educators, children and young people and their families.

School-based counsellors

The school-based counselling service is provided by qualified teachers with professional knowledge, skills and specialised expertise in promoting student learning and wellbeing.

The school counsellor resource is used to provide school leadership of a preventative and developmental wellbeing framework, such as the National Safe Schools Framework. The counsellor maintains professional relationships with the school community and works co-operatively with other agencies in creating safe, supportive and respectful teaching and learning environments. In addition the counsellor provides appropriate intervention and case management and assists as a member of the site's emergency response team.

The expansion of the primary school counsellor resource allocation continued in 2015. Consequently all primary schools with more than 71 enrolments received a 0.2 FTE allocation and schools with less than 71 students received a monetary allocation.

Wellbeing in early childhood

Nature play initiative

Outdoor learning areas have been shown to be important to improving the physical, educational and mental wellbeing of children and can assist in instilling healthy behaviours in children from an early age, which can be maintained over a lifetime.

The Preschool Outdoor Learning project will facilitate building 20 nature-based outdoor learning areas in South Australian preschools between 2014 and 2018.

Preschool sites selected to participate in the project will be concept leaders and support other preschool educators to actively engage children, families and the local community in connecting with nature.

Preschool staff, children, their families and the local community will inform the design and creation of the new areas during a consultation phase. The outdoor areas will be developed to maximise local community use.

The first 5 outdoor learning spaces redeveloped in 2014-15 were officially opened at Wandana Child Parent Centre in Gilles Plains, Campbelltown Preschool, Sturt Street Children's Centre, Madge Sexton Kindergarten in McLaren Vale and Melaleuca Park Kindergarten in Mount Gambier.

Expansion of services in children's centres

The Allied Health in Children's Centres program includes speech pathology and occupational therapy and provides early intervention services to promote optimal child development outcomes and complement other staff employed in children's centres.

The Family Services program is a targeted service designed to support vulnerable families and strengthen family and community capacity in responding to children..

In 2014 the SA government committed to expanding the range of services available in children's centres, with recruitment and staff placement gradually occurring during 2015. This process included:

- increasing the Allied Health program from 8 to 19 FTEs across 32 centres, in addition to a senior occupational therapist and senior speech pathologist
- increasing the Family Services program staffing from 18.5 to 28.5 FTE across 33 centres

These 2 programs will now be known as the Family Support program, which will have an increased focus on early intervention for vulnerable children and families.

The Australian Early Development Census

The Australian Early Development Census (AEDC) provides communities around Australia with information about how local children have developed by the time they start school.

Information is gathered during children's first full-time year of schooling across 5 'developmental domains – physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication and general knowledge.

Children who are vulnerable on 1 or more domains of the AEDC are not able to fully engage in their schooling.

The AEDC is a COAG-endorsed national progress measure of early childhood development and a key performance measure for SA Strategic Plan target 12 – 'increase the proportion of children developing well'.

During 2015 the third national AEDC data collection was held. AEDC data was included in partnership reviews throughout the year, reinforcing its significance for children's centres, preschools and schools to use in their planning for the needs of children and link to other services and community partners.

Mount Gambier Children's Centre leads a local AEDC action group and, together with their community partners and local council, they were successful in converting an industry community capacity building grant into a custom made 'Play on Wheels' trailer. The trailer holds natural and recycled loose parts for children to play with, donated by

community businesses. The idea builds on research that children's development is enhanced when adults are active participants in play with their children.

Child friendly SA

Child Friendly SA is a partnership between DECD and UNICEF Australia. The approach being trialled is the first of its kind nationally and internationally. It is a recognition (accreditation) framework designed to improve evidenced outcomes for children and young people.

To seek UNICEF Australia Child Friendly Cities recognition, communities must work towards 6 aspirational community goals and engage with local children. The goals focus on children's active participation, safety, health and wellbeing, education, belonging and wellbeing, and, play and leisure.

Child Friendly SA contributes to 5 out of the 6 DECD strategic priorities: higher standards of learning achievement, improve health and wellbeing, improve and integrate child safety, engage children, families and communities and right service at the right time. Child Friendly SA also supports the principles of Better Together: a foundation for engagement in the South Australian government.

Memoranda of understanding with the Local Government Association of South Australia and UNICEF Australia demonstrate the cross-sector interest in this work, which includes other valuable partners including Save the Children Australia and Anglicare SA.

In October 2015, UNICEF Australia presented Child Friendly Cities certificates to the communities of Campbelltown and Gawler and Onkaparinga.

de Lissa Chair in Early Childhood Research

The de Lissa Chair in Early Childhood Research is funded by the Lillian de Lissa Trust Fund, managed by the Public Trustee and named in honour of Lillian de Lissa, the pioneer of preschool education in South Australia.

As South Australia's second de Lissa Chair, Professor Pauline Harris under a unique employment arrangement with DECD and University of South Australia provides a valuable link between research, policy and practice.

Since 2010 a key focus of this research partnership has included a 'children's voices' research project, empowering communities to include children from the earliest years of life as active and valued citizens, given a valued voice in decision making.

In 2015 an expanded study on preschool children's participation and education as valued active citizens was led by Professor Harris in partnership with DECD, UNICEF-Australia and Save the Children. This project aims to investigate and document the understandings and experiences of preschool children and their educators and families, about children's participation in decisions about matters affecting these children's lives.

Staff within all government preschool sites were invited to share their understandings and experiences in relation to children's participation, children voicing their opinions, and being involved in decision making on matters affecting them. A particular focus is children living in precarious circumstances in society and their opportunities to participate in community life.

Findings from this research will inform policy and practice, and contribute to the development of resources to support children's participation.

National Quality Framework – Assessment and rating

The key focus of the National Quality Framework (NQF) is to raise quality and promote continuous improvement and consistency across Australian early childhood education and care services. The NQF helps approved providers, services and families to have a richer understanding of what constitutes quality education and care and highlights each service's strengths and areas for improvement. Under the NQF, approved providers of education and care services are more accountable for the services they deliver to children, families and the community.

DECD is the approved provider of 387 government preschools and 12 government family day care schemes in accordance with the *Education and Early Childhood Services (Registration and Standards) Act 2011*. DECD preschools and family day care services are assessed and rated under the NQF to determine whether and to what level they are meeting the National Quality Standard (NQS) and the requirements of the Education and Care Services National Regulations (National Regulations).

The Education and Early Childhood Services Registration and Standards Board of South Australia (the Board) is an independent regulatory authority responsible for undertaking the assessment and rating of education and care services.

DECD early childhood education and care services contribute to South Australia's Strategic Plan and strategic priority 3 Every Chance For Every Child by supporting each child's learning, health and wellbeing in their early stages of life and developing relationships with families to achieve the best possible future.

As at 31 December 2015, 41% of DECD education and care services were assessed and rated against the NQS including 5 family day care schemes. Over 87% of DECD assessed and rated services deliver an education and care service that exceeds the NQS, including 3 DECD services achieving an additional 'Excellent' rating level, the highest rating level under the NQF.

When compared against national achievements as at 30 September 2015, South Australia has the second highest proportion of education and care services rated as 'Excellent' and the highest proportion of education and care services that exceed the NQS across Australia. DECD has 92% of preschools meeting or exceeding the NQS, compared with the national average of 85%.

Child and Family Health Service (CaFHS)

The Child and Family Health Service (CaFHS) is a statewide primary health service and part of the education and child development portfolio. It provides a range of health and development services to children up to 5 years of age, with a focus on children up to 3 years. This is consistent with state, national and international direction, recognising that the early years are a critical time for a child's development and learning. Establishing a solid foundation at this age provides a strong platform to build the health and wellbeing of young children. This starts with developing a sound relationship/bond between the baby and the family.

More than 400 employees provide services and support to young children and families in more than 120 centres across South Australia. The Child and Family Health Service works in partnership with families, other key services and the community to achieve the following outcomes:

- that South Australian children's development is consistent with milestones
- that parents are supported to raise children in safe and nurturing environments
- that there is effective monitoring of child health and wellbeing in South Australia.

The Child and Family Health Service provides a comprehensive range of services, both universal and targeted. This starts in the birthing hospital with access to a universal hearing screen, followed by a universal contact visit, if families choose after going home with their baby. Families then link in with a range of services including:

- access to clinic-based consultations
- access by the telephone to the Parent Helpline
- the Family Home Visiting program
- child development support, including health/development
- checks and the Early Childhood Intervention program
- support through the Early Child Parent Service team
- Torrens House (a newborn and mother support service)
- the Strong Start program.

Family home visiting

Family Home Visiting is a 2-year preventative-parenting program that has been progressively rolled out across the state since 2004-05, and has supported 11,466 families since its inception.

As at 30 June 2015, 1423 families were actively involved in the program. During the reporting period, 582 families completed the program, and an additional 1010 new families joined.

Universal Contact visits

During 2014-15, 18,652 babies were visited as part of the Universal Contact Visit program, which is offered to parents in South Australia. It responds to the needs of parents at the time of the visit, particularly with regard to feeding and settling their baby, and provides information about ensuring a safe environment and the local and ongoing community supports and services available.

Universal Neonatal Hearing Service

During 2014-15, the Universal Neonatal Hearing Service screened 19,240 babies with a complete hearing screen. New equipment has been rolled out on a statewide basis further contributing to efficiencies within the service.

These initiatives have created a consistent upward trend in trying to meet the national key performance indicator of 97% of babies screened within 30 days. As at March 2015 the service is tracking at 92.89%.

Parenting SA

Parenting SA supports parents with children from birth to 18 years in their important role by providing quality information about a wide range of parenting topics. Parent Easy Guides and free public seminars are key outcomes of the program.

During 2015, there were 12 new Parent Easy Guides for Aboriginal families developed to address parenting and grand-parenting babies, children and teenagers in what can be difficult life circumstances for some families. The guides were an outcome of extensive consultation with Aboriginal families and services over more than 2 years and have been well received.

There were 241,200 printed Parent Easy Guides distributed on request to parents and health, education and community services in 2014-15. Of these 184,960 were on topics for the general population, 46,280 for Aboriginal families and 9960 for new and emerging migrant families.

Five free parenting seminars were held in 2014-15, with 2 being webcast from the Adelaide Convention Centre to increase reach to parents. A total of 456 people attended in person with an additional 820 viewing webcasts, bringing total participation to 1276.

'Right from the start', a book specially designed to share with babies was provided free to 18,303 new parents, with an Aboriginal version provided to 1846 new Aboriginal parents.

Blue book (My Health and Development Record)

Research tells us that what happens in a child's first 5 years makes the biggest difference to their future health, development and happiness. With this in mind, during 2015 we sought feedback from parents and caregivers on the Child and Family Health Service My Health and Development Record, more commonly known as the Blue Book, to inform the 2015-16 edition to ensure that it continues to provide parents and caregivers with useful and relevant information and advice to raise happy and healthy children. For details visit <http://yoursay.sa.gov.au/decisions/yoursay-engagements-blue-book-review/about>

Dame Roma Mitchell Trust Fund For Children and Young People (DRMTF)

This fund provides grants twice annually to eligible applicants aged 1 to 29 years of age. The purpose of the grants is to help applicants to achieve personal goals, to contribute to their health and wellbeing, or to make the most of developmental opportunities.

Young people are eligible for these grants if they are, or have been, under the guardianship of the Minister for Education and Child Development (or a previous equivalent in SA) for at least 1 year, or if they are from a remote Aboriginal community and have been placed in the long-term care of relatives under family care agreements, financially supported on a regular basis by DECD for a combined total of at least 1 year.

DECD provides the operational/ administration support for the trust fund and board, which reports directly to the Minister for Education and Child Development via a financial year annual report. The Office of the Public Trustee invests and manages the trust funds.

During 2015, the trust fund distributed \$142,585 through 130 grants to children and young people. It contributed to 18 targets of South Australia's Strategic Plan and to the strategic priority, Every Chance for Every Child.

The 3 DRMTF advisory boards were merged to form a single board, in order to contribute to the Premier's reform, 'abolish boards and committees'.

Partnerships were enhanced or established. Examples include arrangements for young people to undertake urgent dental treatment through the School of Dentistry, University of Adelaide and the clinic at Common Ground, in Light Square, Adelaide. Staples Australia hosted an afternoon tea to promote their relationship with and financial support of the DRMTF. Supplies and services partners continued to provide additional discounts to successful grant recipients.

A key initiative for 2016 is to appoint a patron to help promote the DRMTF and to encourage donations and workplace giving to increase sustainability of the grants program.

For more information, visit <http://www.families.sa.gov.au/children-care/support-children-care/supporting-dame-roma-mitchell-grants>

Dame Roma Mitchell scholarships

The Dame Roma Mitchell Scholarship Awards (DRM) was instituted in 1993 to provide financial support for high-performing Aboriginal students undertaking studies in years 11 and 12 to complete the South Australian Certificate of Education (SACE). The scholarship supports students to reach their future aspirations and career goals. Since its inception, there have been 61 recipients of the scholarship across the state.

In 2015, 7 students were recipients of the Dame Roma Mitchell Scholarships, including 4 students from country areas, and 3 from metropolitan areas of South Australia. Each of these 7 students will receive a scholarship to support them to complete their SACE.

Chapter 4:

Improve and integrate child safety

Office for Child Protection

The role of the Office for Child Protection is to provide an oversight of child protection practices across DECD, across the SA Government and across the community. The Office for Child Protection looks for ways to make these practices efficient, complementary and balanced.

The work of the Office for Child Protection includes the following priorities:

- promote the protection of children
- respond to concerns of immediate safety
- intervene protectively
- support children in our care to thrive and develop.

Child Protection Systems Royal Commission

In August 2014, the Premier announced the establishment of a royal commission in response to concerns raised about the effectiveness of South Australia's child protection system to ensure the safety of children at risk of harm, including children who have been removed from their families and placed under the custody and/or guardianship.

Former Supreme Court Justice, the Honourable Margaret Nyland AM was appointed as Royal Commissioner.

The Royal Commissioner called on people and organisations to provide information relating to child protection systems. Anyone who believed they had information that may assist the inquiry into the current child protection systems was encouraged to contact the commission.

Families SA senior executives supported and encouraged all DECD staff to participate in the commission inquiry process.

The deputy chief executive sent several communiqués to Families SA staff, outlining the commission's work and promoting that the commission welcomed submissions from current or former Families SA staff. Each communiqué included information about how to make a submission and confirmed that the commission would accept confidential submissions if needed.

In addition to the communiqués, Families SA worked with the commission to facilitate visits to selected metropolitan and regional Families SA offices. The purpose of the visits was for the commission to promote its role and to encourage and support Families SA staff to participate in the inquiry process.

A Government of South Australia submission coordinated by DECD was submitted to the Royal Commission on 2 February 2015.

From the start of the Royal Commission to 9 December 2015, the Office for Child Protection responded to 162 'summons to produce' in addition to a range of ad hoc requests and clarification on information provided.

Four case study hearings were held by the commission into the circumstances surrounding children under the guardianship of the Minister for Education and Child Development.

Royal Commission Into Institutional Responses To Child Sexual Abuse

The Royal Commission Into Institutional Responses To Child Sexual Abuse in Australia is now set to report its findings by December 2017. The royal commission obtains information through a variety of mechanisms:

- public hearings that focus on particular institutions (institutional response hearings) or on particular policy issues
- submissions from individuals and organisations
- ‘round-table’ discussions
- ‘notices to produce’ issued to individuals and organisations.

The work of the royal commission is national and the focus can fluctuate across jurisdictions. In South Australia, during 2015 there was an increase in ‘notices to produce’ issued to the DECD.

The department responded to 11 of these notices, was involved with another 5 notices issued to other agencies, provided submissions to 2 issues papers and participated in 1 round table discussion. In addition, the chief executive and deputy chief executive appeared before 2 public hearings.

DECD will continue to work proactively with state government agencies and the royal commission in supporting and responding to the work of the commission.

Families SA

DECD, through Families SA, has statutory child protection responsibilities and works with families to keep children safe from harm and to build parents’ capacity to care safely for their children.

If children and young people are not able to remain safely in the care of their birth family, we are responsible for the care and support of children as they enter out-of-home care, and for children and young people under the guardianship of the Minister for Education and Child Development.

We also provide services to support unaccompanied humanitarian minors of refugee background as well as adoption and post-care services.

The various roles of Families SA, as the state’s statutory child protection service, are derived from the *Children’s Protection Act 1993*. Under this Act, Families SA must:

- receive notifications of suspicion on reasonable grounds that children are being abused or neglected
- assess if children are at risk of abuse and neglect or have been abused and neglected
- strengthen and support families to reduce child abuse and neglect
- apply for a Care and Protection Order when the child is unable to remain with their parents
- provide out-of-home care for children unable to remain with their birth families.

Families SA safeguards and protects children through providing direct services and in partnership with other government and non-government organisations. We have a number of phases of intervention to protect children and provide care when required.

Promoting the protection of children

Linking Families

A new Linking Families team was developed in the Call Centre and commenced operation in mid-2015. The Linking Families team provides a phone-based case management service, linking families that meet specific referral criteria to universal and secondary targeted services, diverting them from the statutory child protection system. The team provides an alternative response for

vulnerable families at a time when potential for change is at its greatest and before child protection concerns become more serious.

Structured decision making

A review and recalibration is underway of the Structured Decision Making® tools (SDM) to support caseworker decision making, including screening criteria and definitions. Currently 7 SDM components are embedded throughout various Families SA functions; each of the components are specified to provide directive support for various case management questions.

The recalibration of the SDM tools includes the development of a Mandated Reporter Guide. The guide will provide notifiers with information about appropriate agencies to refer the family to when they have concern, or when to make a statutory notification. Families SA has engaged the National

Number of child protection notifications

	2011-12	2012-13	2013-14	2014-15
Notifications	37,434	39,733	44,203	52,930
Screened-in notifications	19,056	19,120	19,578	22,040
Children on care and protection orders (at 30 June 2015)				
12-month care and protection order	375	370	324	393
Guardianship until 18 years	2169	2245	2253	2297
Children in out-of-home care placements (at 30 June 2015)				
Foster care	1087	1104	1114	1158
Kinship care	1104	1194	1162	1261
Residential care	246	269	266	275
Independent living	26	29	21	15
Commercial care	55	61	68	129
Financially assisted adoption	5	na*	na*	na*
Other (incl. unknown)	25	-	-	-

Council on Crime and Delinquency's (NCCD) Children's Research Centre (CRC) to develop the Mandated Reporter Guide. Workshops were held in late 2015 to start the development of the guide.

Responding to concerns of immediate safety

The Families SA Call Centre incorporates the Child Abuse Report Line (CARL) and Crisis Care. The Child Abuse Report line, which operates 24 hours a day, 365 days of the year, is responsible for receiving all reported instances of suspected child abuse and neglect.

Families SA Call Centre in 2014-15 received 44,692 phone calls (excluding administrative lines and Crisis Care) and 20,811 ECARL submissions. This compares with 52,829 phone calls and 13,335 ECARL submissions in 2013-14.

These resulted in 52,930 child protection notifications of which 22,040 were screened-in for further Families SA assessment and response. The number of children who were the subject of a screened-in notification comprised 13,841 in 2014-15. This compares with 44,203 notifications of which 19,578 were screened-in for 12,656 children in 2013-14.

Families SA, under the *Children's Protection Act 1993*, has a statutory mandate to undertake an investigative assessment to consider whether a child has been harmed, and /or is at risk of future harm. This phase of our intervention is called investigation and assessment.

The core role for Families SA in this phase is to work with parents to make an assessment of need, risk and strengths and to make a decision, based on the available evidence and information, whether the child has been harmed.

In 2014-15 Families SA undertook 5520 investigations. This compares with 6540 investigations in 2013-14.

Of these finalised investigations, 2335 resulted in a substantiation for 1908 children. This compares with 2737 substantiations for 2190 children in 2013-14.

Aboriginal children comprise approximately 4.5% of the total population of young people in South Australia but account for 22.2% of children in screened-in notifications, 29.5% of finalised investigations and 30.1% of substantiations in 2014-15. This again highlights the over-representation of this group in the child protection system. Whilst unacceptably high, these figures are in line with overall national results.

Assessment and support

Families SA is working to implement improvements to the operations of Assessment and Support hubs and specialising teams by working to better engage with families, carers and community partners to ensure child safety. A procedure and set of work instructions was developed in 2015 to provide instruction with respect to the work of Assessment and Support hubs and teams. The documents also identify clear service referral pathways both internally and externally to our service providers to support vulnerable families. Training and implementation in the new processes is scheduled to occur in mid-2016.

Intervening protectively

Where a child is assessed as being at risk of future harm, but it has been determined that the child can remain safely in the family home, the case will be placed in the protective intervention stage.

Families SA is responsible for assisting families with a range of support services to improve family functioning, help to prevent family breakdown, decrease the occurrence of child abuse and neglect and to reduce the likelihood of children entering out-of-home care

In 2014-15, 1166 children received intensive family support services. Of these children, 708 received Targeted Intervention services and 454 received Family Preservation and Reunification services. This compares with 1073 children who received intensive family support services in 2013-14 (684 Targeted Intervention and 389 Family Preservation and Reunification services).

Income management

Commonwealth legislation for a trial of income management took effect 1 July 2012. The *Social Security (Administration) Act 1999* authorises referral of a person for child protection income management (CPIM) by a Families SA officer who has functions, powers or duties in relation to the care, protection or welfare of children, including where the person does not consent and there is no relevant care and protection order in place. State government policy at times has required the person's consent for Families SA to refer to CPIM.

On 20 August 2015, Families SA changed its policy to use CPIM at its discretion as a result of the State Coroner's

recommendations handed down on 9 April 2015. The state government negotiated with the Australian Government for CPIM to be applied in other areas and to become an ongoing program. The practice guide and procedure for the use of CPIM without consent was updated in 2015 as a tool to respond to child protection concerns for families in trial sites.

From 1 October 2015, CPIM and voluntary income management are effective throughout the greater Adelaide region. The Australian Government has extended income management in all locations to 30 June 2017. Under income management, people on prescribed income support payments have part of their payment quarantined to ensure it is used for priority goods such as food, housing, clothing and utilities. Income cannot be used for excluded goods such as alcohol, cigarettes, pornography or gambling. Under CPIM, 70% of income support payments are income managed.

Drug testing

Section 20(2) of the Children's Protection Act deals with what must be done when a child is at risk as a result of the abuse of illicit drugs. In 2014-15, 435 special conditions relating to drug interventions were attached to temporary and finalised orders. The majority of these special conditions (285, or 65.5%) related to drug assessments on an Intervention and assessment order.

The total of 435 special conditions attached to orders was a 135.1% increase on the total figure for 2013-14 (185).

Protective intervention

In 2015, new procedures and corresponding casework forms and templates for protective intervention work, in the areas of family preservation and reunification, were developed. The emphasis on protective intervention work is to engage with vulnerable families and help increase their strengths and resilience in order to care for their children.

The updated procedures provide criteria for case transfer and minimum requirements for the casework and case management of family preservation and reunification cases. Training was rolled out to all affected staff in late 2015.

Work closely with children and families to identify where they need help

Families SA continued to use Solution-Based Casework (SBC) to work with families. The focus of the model is working with the family to identify where they need help. Supporting infrastructure for SBC has been developed including certification procedure, certification manual, and the practice model has been adapted for use in cases where children are under the Guardianship of the Minister.

As practice leaders, the principal social workers have worked closely with hubs and offices to further implement the SBC framework. This has included co-ordinating monthly supervisor seminars and case

consultation processes to mentor leadership and other field staff in developing the skills to practice SBC in a proficient manner. As a result of the work of the principal social workers there has been a moderate increase in certification, however this process has been slower than expected due to a number of new staff practising their proficiency, and more experienced staff learning a new model.

The work of the principal social workers will continue in 2016, with an aim of achieving 75% certification by the end of 2016.

Case planning to improve the family home

The SBC case planning process centres on identifying solutions in partnership with the family and clearly documents actions that improve family functioning, and reduce child protection risks.

Purposeful case planning has been a significant focus for the principal social workers and principal Aboriginal consultants in 2015. Effort has been dedicated to increasing skills of staff in creating SBC case plans. In the country directorate, this has been monitored via principal Aboriginal consultants and principal social workers frequently attending annual reviews.

The development of further clinical skills in case planning will continue to be a focus for 2016.

Positive Parenting program (Triple P)

In the 2015 State Budget, the government announced a commitment of \$9.3 million over 4 years to establish the Positive Parenting program (known as Triple P) in South Australia.

Triple P is a multi-level evidence-based parenting and family support strategy originally developed in Brisbane by the Parenting and Family Support Centre at the University of Queensland. Triple P works by giving parents simple and practical strategies to help them confidently manage their children's behaviour, prevent problems developing and build strong, healthy relationships.

The program employs a universal health approach across 5 levels to address the differing level of support that parents may need. Level 1 forms the base of the pyramid and is a communications strategy that aims to raise awareness of parenting issues and de-stigmatise asking for parenting help. Levels 2 to 4 of the program provide an increasing intensity of support to parents, while level 5 addresses issues that complicate parenting (eg partner conflict, stress, mental health, anger management, risk of child maltreatment, separation or divorce).

The Office for Child Protection is responsible for leading the implementation and is focusing implementation efforts across 4 regions in South Australia, comprising 3 metropolitan local government areas (Salisbury, Port Adelaide/Enfield and Playford) and 1 country government area (Limestone Coast).

Implementation of Triple P in South Australia will be managed by a small project team with advice and input provided by Triple P International. Training will be delivered by Triple P International to staff nominated from within and external to Families SA, who will gain accreditation as Triple P trainers. These trainers will then facilitate Triple P seminars and courses for families.

In early November 2015, representatives from Triple P International visited South Australia and held a number of information sessions for internal and external stakeholders. Over 50 representatives from a range of external government agencies and non-government organisations attended these information sessions.

The implementation team started meeting in 2015 and an evaluation reference group is being convened to develop a foundation for a future program review. An executive steering committee is also in the process of being formed to provide strategic oversight and leadership for this and the other 2015 Budget initiatives.

Commercial care guidelines

In 2015, 20 commercial care guidelines were updated. These guidelines form part of the service accountability agreements with contracted service providers.

Children thrive and develop in our care

When an assessment has determined that a child cannot safely remain in the care of their parents, the child comes under a Care and Protection Order. There were 3019 children on care and protection orders at 30 June 2015. This compares with 2786 for 30 June 2014.

Of the children under a guardianship order at 30 June 2015, 2297 were under a Guardianship of the Minister to 18 years order and 393 were under a Guardianship of the Minister 12-month order. Aboriginal children comprised 29.6% of children on a Care and Protection Order.

Where a child is under a care and protection order, typically out-of-home care is provided for them. This can be through a range of care options, including kinship, foster or residential care. Families SA works in partnership with a number of non-government agencies across the state in the provision of these care arrangements.

At 30 June 2015 there were 2838 children and young people in out-of-home care. An additional 20 young people aged over 18 years were also being financially supported by Families SA. Of the children and young people in out-of-home care, 85.2% were placed in family-based accommodation that is either in kinship care or foster care.

Aboriginal children comprised 29.7% of all children in out-of-home care at 30 June 2015. Nearly two thirds (66.5%) of Aboriginal children are placed according to the Aboriginal Child Placement Principle, which is in line with the national figure of 67.1%.

There were 112 children under 'other person guardianship' at 30 June 2015. Other person guardianship transfers legal guardianship of the Minister for Education and Child Development to carers, which provides the carer with increased rights, responsibilities and decision-making powers. It also increases the likelihood that the child or young person will develop a secure attachment and trust of their carer and reach their developmental potential.

Residential care

The new residential care 'care stream operating model', which matches the individual needs of children to placement options, was approved for consultation in 2015. The statewide rollout of Viewpoint (see next page), provides an interactive, web-based, self-interviewing tool that helps children and young people express their views and feelings.

Increasing foster care

The government has announced a commitment of \$9 million per annum over the next 3 years to recruit an additional 130 foster carers in SA. This funding will go towards implementing initiatives to assess and support, as well as increase the number of foster carers. This is expected to improve outcomes for children in care by transferring children from emergency or other care accommodation into home-based foster care. Families SA will engage the non-government service sector to identify and propose a range of alternatives to increase the number of foster carers in SA.

An expression of interest process was developed and released to non-government service providers in September 2015 using the Tenders SA website. An evaluation team assessed the expression of interest responses against the evaluation criteria. Of the 63 proposals received, a total of 50 responses across 18 organisations were shortlisted and evaluated for a broad range of initiatives across foster and residential care services. There were 5 successful service providers, notified as at the end of January 2016.

Transition from guardianship (youth worker model)

The 'transition from guardianship' process was developed in 2015 to provide guidance to staff who work with young people aged 15 years and above who are living in out-of-home care within metropolitan Adelaide.

Health assessments

In 2014, the Health Standards for Children and Young People under Guardianship of the Minister (the health standards) were revised to incorporate elements of the National Standards for Out of Home Care, developed under the National Framework for Protecting Australia's Children 2009-2020, and key elements of the National Clinical Assessment framework.

Extensive work was undertaken in 2015 by Families SA and SA Health to revise the health standards, taking into account state and national contemporary practice and developments. The revised standards are based on best practice for Families SA and SA Health in the provision of health care for children and young people under Guardianship of the Minister.

The health standards were approved by the Department of Health's portfolio executive and endorsed by the Families SA executive in September 2014. To assist Families SA staff in implementing the health standards, the 'health assessments for children and young people under Guardianship of the Minister procedures' were developed and released for use by Families SA staff.

All states and territories will be required to report the number and proportion of children and young people receiving a preliminary health check within 30 days of entering out-of-home care under the National Framework for Protecting Australia's Children 2009-2020. Development work is underway on the Connected Client Case Management System (C3MS) to collect this data.

The procedure will be reviewed in early 2016 based on feedback from Families SA and SA Health staff. In June 2015 the procedures were released for Families SA staff on the Families SA intranet. All staff communications on the health standards and associated procedures were provided in April, June and August 2015.

Viewpoint

The 13 National Standards for Out of Home Care focus on factors that directly influence better outcomes for children and young people living in out-of-home care. There are 22 measures being used to measure achievement against the standards.

On 30 March 2012, community and disability services government ministers agreed in principle to a national biennial survey of children in out-of-home care, as part of each jurisdiction's case management processes.

The views of children and young people are being captured through the use of Viewpoint, an audio computer-assisted software, self-interviewing tool. The software is currently being used by all Australian states and territories as part of the data collection process. Children between 8 to 17 years of age who have been in out-of-home care for 3 months or longer are invited to participate.

Families SA is also using Viewpoint as a tool to help case managers engage with children and young people in care, and to give children and young people another means to have a say about what's important to them.

A child is invited by their social worker to use Viewpoint as part of their annual review and case planning process.

The implementation of Viewpoint in South Australia has run ahead of schedule. All Families SA metropolitan and country staff were trained in the use of the software. Presentations and information sessions were held with carers and partner agencies. Information guides and communication materials were developed and distributed. The data collection period for the national survey ended on 30 June 2015. Families SA met the minimum number of 309 completed surveys, and the data was also submitted to the Australian Institute of Health and Welfare (AIHW) in July 2015.

Link abused and neglected children to therapeutic needs

Therapeutic services delivered by Families SA staff are currently delivered via the Psychological Services unit.

In 2015, Families SA partnered with SA Health through Child and Adolescent Mental Health Services (CAMHS) to participate in a pilot project aimed at creating a therapeutic services panel comprising the main services in the state to offer therapy to children under the Guardianship of the Minister.

The purpose of this pilot is to triage referrals to ensure that the governmental therapeutic services in South Australia are working together to meet the need of children in out-of-home care. The benefits of this pilot project are currently being reviewed by CAMHS and Families SA and may lead to further work of this kind in 2016.

Care concerns

The Care Concern Investigation unit (CCIU) investigates allegations of abuse, neglect and breaches in the standard of care of children and young people placed in out-of-home care where the abuse, neglect or breach relates to the care provided by Families SA staff, volunteers or out-of-home care services by any agency on behalf of the Minister for Education and Child Development.

The role and function of CCIU is changing following completion of an external review. These changes will expedite the handling of serious care concerns and ensure greater focus is placed on improving the child protection system to address issues identified as a result of the investigative process.

The DECD Incident Management directorate (IMD) will now be responsible for investigation of serious care concerns and management of matters related to employees. All investigations are now conducted using a new case management system, a process that will also allow DECD to review the behaviour of carers to try and detect patterns of inappropriate behaviour in order to prevent future incidents. 'Serious' and 'moderate' care-concern complaints will now be assessed by a panel of senior departmental officers.

CCIU has moved into Families SA's Quality and Practice unit and will be responsible for the care concern determination process, adjudication of serious care concerns and oversight of moderate and minor care concerns. A key focus will be the oversight and evaluation of the outcomes of investigations to improve policy and practice.

Aboriginal cultural identity support tool

The new Aboriginal Cultural Identity Support Tool (ACIST) was developed and piloted in 2015. To be fully implemented in 2016, the ACIST enables case managers and case workers to develop case plans that support Aboriginal children to strengthen their identity.

Developed in partnership with children's birth families where appropriate, the ACIST documents how children will maintain their connection to family, country, community and culture. It also assists in identifying potential kinship and community placement options for children, supporting the department's compliance with the Aboriginal and Torres Strait Islander Child Placement Principle.

NAIDOC Week celebrations

In July 2015, children and young people residing in residential care, kinship care and interim emergency accommodation were coached by SANFL players at Residential Care's inaugural NAIDOC Week celebrations.

The event was held at the Portland Football Club in Port Adelaide and attracted more than 60 children and young people of all ages from around the state, who participated in football matches on the oval.

Netball SA held clinics at the club, with many children having a go at 'around-the-world', shooting goals and passing with some expert tips from the coaches.

Each child and young person who attended the event received a commemorative NAIDOC Guernsey and NAIDOC medals were awarded to all participants.

Safety and quality of services

Keeping Children Safe Together – a child protection symposium

This symposium was a joint partnership between the South Australian Council of Social Service, Child and Family Welfare Association, Secretariat of National Aboriginal and Islander Child Care, the Australian Centre for Child Protection and DECD.

More than 340 child protection leaders and practitioners came together to encourage collaborative efforts towards improving South Australia's approach to protecting vulnerable children.

Taking the messages and learnings from the symposium into workplaces and the community provides the opportunity to solidify relationships with our key partners and to create positive change for children in need of protection. Working in partnership builds ongoing relationships across agencies and communities that support positive and consistent messages across sectors about the importance of keeping children safe and making a difference in their lives.

Recruitment

In 2015, DECD embarked on a major recruitment drive for frontline child protection roles within Families SA. An advertising campaign across various media aimed to attract the best candidates for each particular role. A centralised recruitment and selection process allowed the department to conduct robust selection processes to ensure that the right candidates were appointed.

DECD significantly reduced vacancies through its recruitment campaign. A recruitment strategy was put in place for 2016 to fill remaining vacancies.

State Wide Aboriginal Network

State Wide Aboriginal Network (SWAN) is a network of all Families SA Aboriginal staff from across the state that allows staff to communicate, collaborate and support one another to develop the cultural competency of Families SA.

SWAN meets twice a year to celebrate the achievements of staff, develop recommendations to improve service delivery to Aboriginal clients, participate in professional development and share the extensive cultural and practice wisdom of Families SA Aboriginal staff.

SWAN is also an important mechanism for Aboriginal staff to share and communicate best practice ideas that support Families SA to deliver high quality services to Aboriginal children, young people, their families and Communities.

Reconciliation Action Committee

The Reconciliation Action Committee was formed in 2015 and is a joint venture of Families SA, Aboriginal Services and City of Port Adelaide Enfield Council and many non-Government organisations including Key Assets, Aboriginal Family Support Services, Lutheran Community Care, Family by Family, Create Foundation, Connecting Foster carer's and the Salvation Army.

The committee aims to support reconciliation events that not only provide cultural activities for Families SA Aboriginal clients but also heighten the cultural competency of the partnering agencies.

The Reconciliation Action Committee has supported a number of activities and events since its inception in February 2015 and will continue to do so in 2016.

Volunteering program

In early 2015 a number of initiatives were undertaken to reinvigorate the Families SA Volunteer program, including a recruitment process for an additional 7 volunteer coordinator positions to expand the program. Volunteer coordinators are located across 9 country and 9 metropolitan locations, as well as in the Residential Care directorate. A number of planning and training days were scheduled to ensure statewide consistency of practice.

The Families SA Volunteer program's Manual of Practice and the Volunteer Program Framework were reviewed and updated with new goals for the program established.

In 2015, a number of locations increased and even doubled in volunteer hours, including Marion, Blair Athol, Hindmarsh, Mount Barker, Port Pirie and Whyalla. The program increased from approximately 1970 hours of volunteer work recorded in April 2015, to 3091.75 hours by October 2015. This is equivalent to 20.6 FTEs.

Between April 2015 and December 2015 the program increased the number of appointed volunteers from 119 to 232.

Other services for children and families

Intercountry adoptions

Services in the Intercountry Adoption program and the Local Born Child program are provided by placement services within Families SA. These services are provided pursuant to the *Adoption Act 1988*, and include assessing, training and supporting people who apply to adopt a child from Australia or overseas. Social work and administrative services are provided for the matching, placement and supervision of children placed for adoption with approved prospective adoptive parents. Social work services are also provided to people who are considering relinquishing their child for adoption.

The Customer Services unit of Families SA provides adoption information to eligible parties to past adoptions.

Intercountry adoptions –
country of origin 2014-15

Chile	2
China	1
Hong Kong	1
Philippines	3
Taiwan	5
Thailand	2
Total	14

Services to new and emerging communities

The Commonwealth Guardianship team provides guardianship case management services to unaccompanied humanitarian minors who settle in South Australia subsequent to being issued with humanitarian visas. The team trains and supports foster carers to care for children and young people from a refugee background who arrive in Australia without a relative.

*Unaccompanied humanitarian minors
2014-15*

Afghanistan	8
Angola	1
Bhutan	3
Burundi	4
Congo	7
Eritrea	3
Ethiopia	1
Guinea	1
Iraq	1
Liberia	7
Myanmar	2
Sierra Leone	8
Sri Lanka	2
Sudan	10
Vietnam	3
Total	61

Child protection in schools and children's services

Screening Audits For Educators (SAFE) team

Screening audits were undertaken at all DECD schools, preschools, out-of-school hours care providers and support units in accordance with the government's initial commitment in November 2013.

The SAFE team audit program was conducted as a once-off initiative in order to enhance existing screening processes by delivering improved scrutiny of the currency and appropriateness of the background checks held by people working with children.

Screening audits were conducted in the period from 1 June 2014 to 25 September 2015.

Responding to Abuse and Neglect – Education and Care (RAN-EC) training

DECD staff and volunteers have a legislated responsibility to notify the Child Abuse Report Line if they suspect that a child has been, or is being, abused or neglected. This responsibility is part of the broad duty of care that staff and volunteers have towards the safety and wellbeing of children and young people.

The *Children's Protection Act 1993* requires DECD staff and volunteers to notify through the Child Abuse Report Line (131 478) if they suspect on reasonable grounds that a child has been, or is being, abused or neglected.

Everyone seeking to work or volunteer with children and young people on DECD sites must undertake RAN-EC training concerning their child protection responsibilities.

Everyone wishing to work or volunteer with children and young people on DECD sites must undertake the relevant RAN-EC training regarding their child protection responsibilities.

Completion of the RAN-EC training is requirement for applications for renewal of teacher registration with the Teachers' Registration Board of South Australia.

Completion of the RAN-EC update training course is a requirement for ongoing employment in education and care environments in South Australia including. It also meets:

- a requirement for teacher registration renewal applications with the Teachers Registration Board of South Australia
- some requirements under the *National Safe Schools Framework*, against which a number of schools are required to report
- some elements of the National Quality Standard for early childhood education and care and school-age care (adopted by states in January 2012)
- some standards of child safe environments, as outlined under the *Children's Protection Act 1993*.

Once employed, DECD staff are required to undertake online RAN-EC update training every 3 years.

In 2015-17 RAN-EC the following outcomes were achieved:

- successful completion of the updated 2015-17 full-day RAN-EC training made available across the system
- successful completion of the updated online 2015-17 RAN-EC update training made available to all staff who completed RAN-EC training prior to 2015. This includes staff providing out-of-school-hours care services, and included a new feature that enables access for people with hearing or vision impairment
- successful completion of updated 2015-17 RAN-EC induction sessions for volunteers made available for sites and services to access
- DECD-approved third-party providers were able to deliver the updated RAN-EC 2015-17 volunteer induction session to their volunteers before placing them in a volunteer role within a DECD site
- successful completion of the updated RAN-EC Promoting Safety and Wellbeing 2015-17 Induction for tertiary students working with children and young people in education and care sites
- successful completion of updated RAN – EC 2015-17 DECD bus driver induction training.

Strategies for Managing Abuse Related Trauma (SMART) training

SMART is a professional learning program developed by DECD in collaboration with the Australian Childhood Foundation (ACF) as part of the government's Keeping Them Safe Child Protection Reform Agenda.

The program aims to enhance the capacity of school and early childhood staff to effectively respond to the needs of children and young people who have experienced abuse, neglect, family violence and trauma.

This program supports 2 of the government's strategic priorities, Every Chance For Every Child, and Safe Communities, Healthy Neighbourhoods.

In 2014 a train-the trainer model was initiated to establish SMART core skills and understandings across partnerships.

In 2015 a renewed 3-year agreement was negotiated between DECD and the ACF that included:

- targeted face-to-face professional learning for the different levels of care and education
- advanced training for trainers
- support for 2-hour workshops delivered in partnerships by officers trained in the 'train-the-trainer' model
- online training and support.

Chapter 5:

Engage children, families and communities

Involving the community and supporting students

Community partnership planning

The Community Partnership Planning (CPP) program works to assist partnerships to link with their communities, agencies and service providers to achieve measurable improvements in the academic and developmental outcomes of children and young people.

In 2015, the CPP team delivered community planning forums for Inner West Partnership (90 participants), Kangaroo Island Partnership (52 participants), Mid North Clare (68 participants, 13 young people), and 2 in Peterborough (25 and 63 participants) as part of the Premier's Thriving Communities program.

Considerable effort was directed to the Anangu Lands using the results-based accountability model to bring together community leaders and education leaders to plan, undertake and measure evidence-based activities for improved outcomes. Fourteen planning sessions were held, resulting in completed plans with measurable outcomes.

Volunteers in schools

There are more than 25,000 volunteers working within government education and care services across the state. Children and young people directly benefit from volunteers who provide positive contributions towards their educational achievement, safety, health and wellbeing. Volunteers bring life skills, expertise, knowledge and diversity to a range

of activities in schools, preschools and early childhood settings. This is a significant contribution toward achieving the state government target of 70% or more of South Australians volunteering.

A Building a High Performing System change project began this year to identify system improvements that will sustain and grow the level of volunteer involvement at education and care sites. Key stakeholders, including site staff who manage volunteers, volunteers themselves, students, third-party providers of volunteers and Aboriginal people who volunteer were consulted to inform the review and design of the way forward in supporting a sustainable volunteer cohort. It is expected that implementation of recommendations will begin in 2016.

In other activities during 2015:

- DECD staff walked in this year's National Volunteer Week (11-17 May) parade
- public education and care sites held a range of events to acknowledge the work of volunteers throughout the year
- DECD contributed to South Australia's Volunteering Strategy for SA 2014-2020 and was represented in working groups.

Outreach education

Outreach education supports student learning and builds teaching capacity by developing programs that bring together the curriculum, effective teaching strategies and opportunities available in cultural organisations. Schools access those programs online or by visiting those organisations.

In 2015, outreach education teachers were out-posted to Parliament House, Law Courts, Botanic Gardens of SA, Art Gallery of SA, Adelaide Festival Centre, Windmill Theatre, SA Museum, Adelaide and Monarto Zoos, SA Maritime Museum and the Migration Museum. In addition 2 officers developed e-resources and provided a video conferencing service for regional schools. Approximately 184,000 students and 14,500 adults participated in face-to-face programs in 2015.

Outreach education offers some 350 programs for schools (see www.outreacheducation.sa.edu.au).

Middle Years Development Instrument

In 2015, DECD supported South Australian primary and secondary schools to undertake a middle years wellbeing survey for the third consecutive year. The Middle Years Development Instrument (the MDI) is a survey that students can self-complete between the ages of 8 and 14. It gives young people the opportunity to tell adults about their experiences and concerns both inside and outside of school.

A total of 29,510 South Australian students from 368 schools participated in the survey in 2015.

The MDI provides schools and communities with statistically valid information in a school summary report. The responses from young people can be used by schools to inform planning and build connections with organisations in the local neighbourhood.

Schools participating receive a customised school report containing data about their students' self-reported wellbeing after the survey collection has finished. It is expected that these reports will assist school planning.

The collection of wellbeing information aims to assist the department in achieving Goal 2 of the Melbourne Declaration on Educational Goals of Young Australians ("All young Australians become successful learners, confident and creative individuals and active and informed citizens"), and builds on South Australia's strategic priority to ensure Every Chance for Every Child.

Student voice – 'Involve me'

The Department of the Premier and Cabinet (DPC) leads the government's 'Better Together: Principles of Engagement' strategy, which aims to bring "the voices of communities and stakeholders into the issues that are relevant to them".

Involve Us is a community engagement resource launched in June 2015 and available to all public education sites and services and staff. The resource is strongly influenced by the 'Better Together' principles and aims to help DECD sites, services and partnerships to develop and maintain stakeholder relationships.

The goal is to support collaborative practice and decision making, to improve learning and wellbeing outcomes for children and young people. Chapter 4 of the resource, 'Involve Me' outlines some of the unique and developmentally appropriate approaches for engaging children and young people in the decisions impacting their lives.

During 2015, there were several professional development sessions held on the resource and its use for school and preschool staff, and Corporate Office.

The resource and associated tools can be accessed at:

<https://myintranet.learnlink.sa.edu.au/library/document-library/miscellaneous/teaching/Involve-us-a-resource-for-engaging-with-the-community.pdf> (staff login required)

Professional learning for staff about student engagement

DECD's Student Engagement unit provides a range of professional learning options for teachers and staff in key support roles.

The unit also manages a panel of approved providers to deliver student engagement programs, and also supports schools and preschools staff to strengthen student engagement. A list of current Approved Providers in 2015 can be found on <https://www.decd.sa.gov.au/sites/g/files/net691/f/decd-approved-panel-of-providers-list.pdf>

The table below provides a breakdown of the various professional learning options that were delivered across DECD partnerships and accessed by DECD staff and community agencies working in partnership with sites.

<i>Professional learning options</i>	<i>Participants</i>
ARACY Understanding the common approach	334
Mentoring for learning	120
Strengthening family and community engagement	174
Student learning coaches (coaching young people for success)	141
Total	769

Student participation in leadership

Several initiatives are delivered in government schools to promote student voice and leadership and improve wellbeing. In 2015, there were 3 programs: Play at Lunchtimes (PALs), student resilience surveys, and Speak Up – student forums.

Play at Lunchtimes

Play at Lunchtimes is a program in which older primary school students are trained to organise and run games and activities for other students during the recess and lunchtimes.

This is now the fourth year that PALs has been available for primary schools, and to date, positive outcomes have been achieved for children, with an apparent reduction in incidents of social exclusion and bullying.

During 2015, 47 primary schools completed PALs training (987 students). A further 47 school staff observed the training on their school sites to support ongoing implementation. Thirty-three sites completed an online evaluation.

Student resilience surveys – building resilience

In 2015, an online self-report was piloted across 23 sites to build student resilience and wellbeing. In both primary and secondary schools, 1880 students completed the survey. The online self-report instrument captures student voice across 3 internationally recognised, scientifically validated, reliable measures. The survey was developed by Resilient Youth Australia and is only used for information, planning and intervention response at the site or group level.

The survey and data reports are complementary to the Middle Years Development Index (see page 59, Chapter 7). Schools use the survey data to plan responses at the classroom level, whole-school level and at the school, family and community partnership level.

The pilot project will be expanded in 2016 as a Resilience Ambassadors project, where students will be trained as resilience ambassadors to build resilience in their school or community.

Speak Up – FLO student forum

At the 'Success for All' conference held on 23 June 2015 a student forum explored the views of more than 50 students enrolled in flexible learning options about student engagement in schooling and barriers to successful learning. The majority of these students attend community-based learning settings with tailored case management and learning programs delivered through a partnership between government schools and an external community agency.

Reconciliation activities in schools

DECD supports Reconciliation SA in promoting and organising reconciliation activities and events throughout the year. DECD supports National Reconciliation Week in schools by providing reconciliation activities grants annually to 12 DECD sites. In 2015, the theme was 'Let's change it up' which focused discussion and activity around identifying racism in schools. Two students from metropolitan areas of South Australia received the Chief Executive's Reconciliation award in 2015.

Schools Congress

Schools Congress is a Reconciliation SA initiative designed to promote annual discussion, understanding and collaborative action between Aboriginal and non-Aboriginal school students who are considered to be leaders in their schools.

In 2015, the theme 'I'm not racist but....!' built on the National Reconciliation Week theme and included a performance from ActNow Theatre, which explored racism through an interactive 'forum' theatre experience. Two separate age categories were targeted: years 7, 8 and 9, and years 10 and 11. Events were held in southern and western Adelaide metropolitan areas, Murray Bridge, Port Pirie, Port Augusta, Port Lincoln and Ceduna.

Strategies to support and engage Aboriginal students preschool to year 12

NAPLAN performance reporting

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008. NAPLAN tests reading, writing, numeracy and language conventions (spelling, grammar and punctuation). The results of these tests are provided to parents and schools. Combined NAPLAN results for individual schools are also available on the Australian Government MySchool website (www.myschool.edu.au).

In South Australia's Strategic Plan our state targets in student achievement of reading, writing and numeracy, as monitored by the national NAPLAN results, focus on lifting the achievement of the lowest-achieving students and on raising the proportion of high-achieving students.

SASP target: By 2020, for reading, writing and numeracy, increase by 5 percentage points the proportion of SA students who achieve: above the national minimum standard, and higher proficiency bands. (Baseline 2008).

NAPLAN 2015 – Aboriginal students

Year	Aspect	At or above minimum standard [%]	Above minimum standard [%]	High proficiency bands [%]
3	Reading	73.4	53.0	12.2
	Persuasive writing	76.0	58.4	8.9
	Numeracy	71.1	42.2	5.3
	Spelling	71.4	50.3	11.2
	Grammar	69.6	49.3	11.8
5	Reading	69.1	39.2	5.5
	Persuasive writing	61.1	37.0	2.5
	Numeracy	74.5	39.5	3.2
	Spelling	72.4	49.7	8.0
	Grammar	67.5	39.7	4.6
7	Reading	79.5	50.4	6.0
	Persuasive writing	57.5	31.4	2.0
	Numeracy	83.0	45.0	3.1
	Spelling	72.7	51.4	8.5
	Grammar	64.6	37.1	4.0
9	Reading	75.0	42.9	3.4
	Persuasive writing	46.3	23.2	2.2
	Numeracy	82.9	45.4	3.1
	Spelling	70.5	45.6	6.5
	Grammar	62.9	31.2	1.9

Across Australia, Aboriginal students do not achieve as well as non-Aboriginal students. The difference in achievement is large, both in terms of mean scale scores and the percentages 'at or above the national minimum standard'. The size of the gaps evident in 2015 are generally consistent with those previously reported, although there has been an encouraging increase in the percentage of SA Aboriginal students 'at or above the national minimum standard' in year 3 reading.

DECD has specific initiatives in place that provide supplementary and direct assistance to regions and schools to support Aboriginal student literacy and numeracy. Those initiatives are summarised in this chapter.

Aboriginal student enrolments

In 2015, there were 10,367 Aboriginal students enrolled in government schools in South Australia. This is an increase from 8,661 in 2011. In 2015, 52% of Aboriginal student enrolments were in the metropolitan area and 48% in regional and remote areas of South Australia.

<i>Enrolments by geographical area</i>	<i>2011</i>	<i>2012</i>	<i>2013</i>	<i>2014</i>	<i>2015</i>
Metropolitan	4432.9	4611.0	4809.0	5005.3	5366.6
Provincial	2807.5	2924.2	3137.1	3216.5	3467.5
Remote	444.0	431.4	460.0	515.4	529.2
Very remote	977.2	1040.1	1048.4	1000.9	1003.9
Total	8661.6	9006.7	9454.5	9738.1	10367.2

Source: Term 3 DECD School Enrolment Census

Note: Geographical area is defined for schools using the MCEETYA Geographical Location Classification

Enrolment (FTE) – Aboriginal students in government schools, 2014 and 2015

<i>Level</i>	<i>2014</i>	<i>2015</i>	<i>Change</i>	<i>% Change</i>
Primary	6294.0	6722.4	428.4	6.8%
Secondary	3444.1	3644.8	200.7	5.8%
Total	9738.1	10367.2	629.1	6.5%
% of total enrolments	5.9	6.2%		

Source: DECD Term 3 School Enrolment Census, 2014 and 2015

	<i>2014</i>	<i>2015</i>
Total enrolments	166,191.2	168,439.0

Source: DECD Term 3 School Enrolment Census, 2014 and 2015

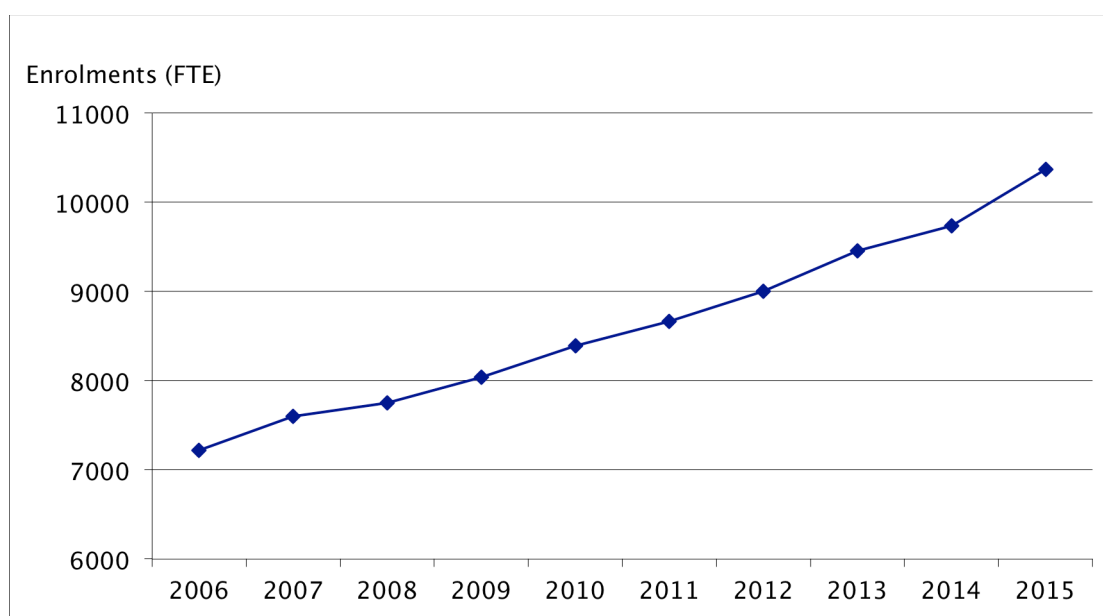
Aboriginal student retention

The year 8 to 12 apparent retention rate for Aboriginal students in government schools was 89.5% FTE in 2015. The year 8 to 12 retention rate for Aboriginal students has continued to trend upwards since 2005.

Homework centres

Homework centres aim to improve the literacy and numeracy skills of Aboriginal students, assist students to complete homework, and to support study and homework habits. The centres also encourage parents to engage in learning with their children.

Enrolments (FTE) – Aboriginal students in SA government schools, 2006-2015



Source: DECD Term 3 School Enrolment Census 2006-2015

Apparent retention rates – Aboriginal students in SA government schools, 2014 and 2015

	2014		2015	
	Full time	FTE	Full time	FTE
Years 8-12				
Males	73.8%	76.3%	76.8%	78.7%
Females	92.2%	94.8%	97.1%	99.7%
Total	83.5%	86.1%	87.2%	89.5%
Years 10-12				
Males	73.8%	76.3%	75.4%	76.9%
Females	90.9%	93.6%	99.7%	102.4%
Total	82.9%	85.5%	87.6%	89.6%

They are supervised by qualified teachers or school staff and local Aboriginal community members. In 2015, the Aboriginal Programs Assistance Scheme supported 12 homework centres to operate in 12 DECD partnerships; 386 students and 62 teachers, community members and parents were engaged in homework centres.

Starting out right

This project aims to improve the health, development, learning and wellbeing of Aboriginal children through a series of community education parent workshops.

There are 2 sections to the project:

- Families Learning, which works with Aboriginal parents to focus on improving health, development, learning and wellbeing of young Aboriginal children
- Together we are Strong, which works with school and preschool leaders to design and deliver local community education workshops for Aboriginal parents and caregivers to support their child's literacy learning, such as listening to reading, understanding NAPLAN and other parenting initiatives

In 2015, there were 72 Aboriginal people on school governing councils and 49 Aboriginal people on 'Aboriginal voice' committees across the state.

Workabout centres

The Workabout Centre model engages Aboriginal young people in education and employment pathways by building relationships between education providers, industry, Aboriginal communities and other organisations.

There are 2 Workabout centres operating – one across Northern metropolitan Adelaide and the other based at Port Augusta Secondary School.

The centres are an innovative, integrated model for connecting Aboriginal youth with pathways that lead to sustainable employment including pathways to post-secondary training, school based traineeships, apprenticeships, work experience programs and higher education.

In 2015, 266 Aboriginal students engaged in the Northern Area Workabout Centre, with 115 training outcomes and 20 employment outcomes achieved. Thirteen students were supported with work experience placement and 75 Aboriginal students participated in the year 12 Transition project. A further 64 students engaged with the Workabout Centre Port Augusta Workabout Centre, with 2 students starting school-based traineeships, 4 students gaining employment, and 22 students participating in work placement activities.

Community engagement

Critical to improving student outcomes is the acknowledgement of parents as the primary nurturers of their child's learning. The department strives to engage Aboriginal parents with schools and staff through a number of methods including Aboriginal Community Voice forums and parent satisfaction surveys, partnering with the South Australian Aboriginal Education and Training Consultative Council (SAAETCC), staffing resources specifically dedicated to supporting the engagement of Aboriginal students and families, and implementing programs to support parents in their role as primary care givers.

All schools are encouraged to create welcoming school environments that are culturally inclusive and encourage parental involvement.

In 2015, many schools held regular meetings with Aboriginal parents and families to support improved outcomes for their children and young people. These included activity sessions where parents work with students, home visits, meetings with elders, community gatherings, get fit classes, culture and identity workshops, and art and craft workshops.

Aboriginal education staffing resources

DECD employs staff specifically to provide advocacy and support services to enable Aboriginal students and families to maximise their social, wellbeing and learning experiences.

In 2015, Aboriginal education resources were provided across local partnerships to support service provision at the local level. This enabled mainstream service delivery to more effectively support improved access, participation and outcomes for Aboriginal children and young people. In 2015, this included Aboriginal cultural consultants, Aboriginal education teachers, Aboriginal community education managers, Aboriginal inclusion officers, Aboriginal secondary education transition officers and Aboriginal community education officers.

In 2015, 728 DECD employees identified as Aboriginal people, which represents 2.4% of overall DECD workforce. DECD has exceeded the South Australian Strategic Plan target 53 to 'Increase the participation of Aboriginal people in the South Australian public sector, spread across all classifications and agencies, to 2% by 2014

and 'maintain or better those levels through to 2020'.

Of the total DECD Aboriginal workforce, 75.3% were employed under the Education Act with the majority employed under the Aboriginal Education Worker Award.

In 2015, there were 300 employees employed under the Aboriginal Education Workers Award, consisting of 101 full-time and 199 part-time employees. Of the 300, 232 (77%) were female.

The department employed 44 Aboriginal Secondary Education Transition Officers (ASETO) to support secondary schools with Aboriginal student enrolment. For 2015 the Aboriginal education teacher allocation was 114.85 FTE across 525 South Australian government schools.

Aboriginal education teachers

Aboriginal education teachers have a specific focus on the development of teaching and learning practices to improve the outcomes for Aboriginal students in the school community. Aboriginal education teachers work with leadership teams, staff, students and the parents of Aboriginal students to assist in coordinating school literacy and numeracy programs and contribute to staff training and development to assist improved learning outcomes in literacy and numeracy.

Currently Aboriginal education teachers are employed in schools at a teacher level, based on the number of Aboriginal student enrolments.

Aboriginal Program Assistance Scheme

The Aboriginal Programs Assistance Scheme (APAS) provides resources for programs that support Aboriginal students in their academic achievements. APAS also supports improved literacy and numeracy results, attendance, retention and SACE completion outcomes of Aboriginal students.

APAS provides funding to schools for the employment of people to work with Aboriginal students to provide literacy and numeracy tutorial support, student and community access to homework centres, and early years literacy and numeracy support.

In 2015, APAS operated as an early intervention model targeting Aboriginal children in reception to year 3. The scheme also supported tutorial assistance for Aboriginal students in years 11 and 12 to help their achievement of the SACE. In 2015, 347 government schools received funding to support 3011 Aboriginal students, comprising 1599 in primary years and 1412 in years 11 and 12.

South Australia Aboriginal Sports Training Academy (SAASTA)

The South Australian Aboriginal Sports Training Academy (SAASTA) is a unique sporting and educational program that provides Aboriginal secondary students in years 10, 11, and 12 with the skills, opportunities and confidence to achieve in the areas of sport, education, leadership, employment and healthy living.

SAASTA contributes towards the achievement of the Council of Australian Governments (COAG) Closing the Gap targets, and other specific Aboriginal targets within South Australia's Strategic Plan.

SAASTA supports students with the transition from school to employment, training and further study. The average statewide attendance figure for SAASTA students exceeds 80%. Students typically complete a minimum of 0.4 FTE of their SACE requirements per year of enrolment in SAASTA, and most undertake the Certificate III in Sport and Recreation as part of their SACE.

In 2015, there were 378 Aboriginal students across years 10, 11 and 12 enrolled and an additional 30 students were enrolled in the AFL Aboriginal Academy based at Port Adelaide Football Club, plus 15 students enrolled in the SAASTA Elite Netball program based at Netball SA. This is a total of 423 SAASTA students.

At the start of 2015, there were 83 year 12 students enrolled in SAASTA, including the Elite netball and football academies. Of the 83 students, 64 (77%) achieved their SACE, including all 3 Elite Netball Academy students and 17 out of the 20 football academy students.

SAASTA continues to show improvement in student SACE achievement. In 2014, there were 47 students that achieved their SACE. In 2015, 64 out of 67 (95.5%) students achieved their SACE, an increase of 17 students from 2014. In 2015, 100 students completed the Certificate III in Sport & Recreation through SAASTA.

DECD Services on the APY Lands

DECD implements a number of strategies to engage and support Aboriginal children and young people to achieve high quality learning outcomes. For details see page 62.

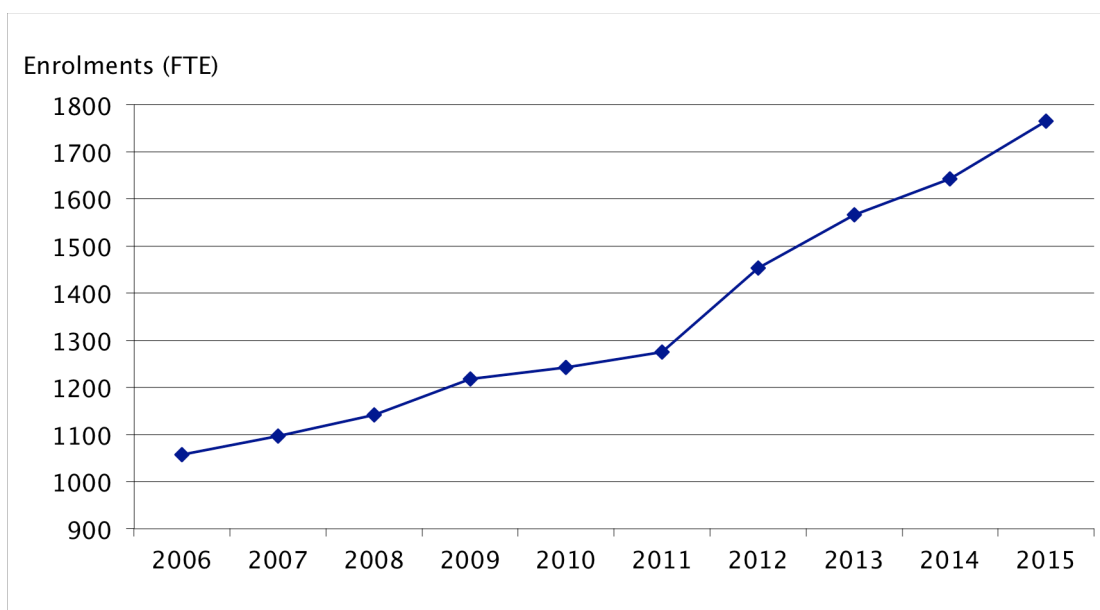
Aboriginal cultural studies

Target 27 of the South Australian Strategic Plan (SASP), aims to increase South Australians' understanding of Aboriginal culture by involving Aboriginal people in the design and delivery of Aboriginal studies curriculum in schools by 2016.

DECD supports the inclusion of Aboriginal histories and culture within the school curriculum through the Aboriginal cultural studies implementation. An Aboriginal cultural studies online curriculum resource has been developed for Aboriginal language groups in Australia and can be integrated across all learning areas.

The number of participants enrolled on the ACS Moodle has grown from just under 3000 at the beginning of 2014 to over 4820 at the end of 2015 and many are regularly accessing the material. Aboriginal Curriculum coordinators and consultants and the Australian Curriculum implementation officers have assisted leaders and teachers in the integration process.

Preschool enrolments – Aboriginal children



Source: DECD Preschool Staffing Data Collection, Term 2, 2006-2015.
Annual Children's Services Census 2015

The Aboriginal cultural studies curriculum resource is aligned to the Australian Curriculum learning areas English, science, mathematics and history. This curriculum resource assists teachers to integrate an Aboriginal perspective into the curriculum learning areas.

In 2015, Aboriginal cultural and language instructors and Aboriginal cultural consultants continued to provide statewide support and delivery of cultural competency professional development for preschools and schools in implementing the resource.

Flexible learning options (FLO)

Through local Innovative Community Action Networks (ICANs), community organisations and key local government and non-government agencies collaborate to find solutions to meet the needs of vulnerable and secondary school-aged young people who have disengaged from a mainstream school-based learning program.

ICAN-supported students have a flexible learning option (FLO) enrolment at their secondary school and the support of a case manager. Case management support services are provided by trained social workers/youth workers to assist students with life barriers such as homelessness, teenage pregnancy, juvenile justice and significant mental health issues. The FLO enrolment strategy caters for young people aged 13-21 years old. See page 92 (Chapter 6) for details of the approved panel of providers.

A school FLO coordinator and the trained case manager from a non-government organisation on the DECD approved panel of providers are jointly responsible for developing a flexible learning and transition portfolio for the young person, to help plan a future pathway to further education, training or employment. The personalised learning plan must include accredited learning and build on their literacy, numeracy and vocational skills. These may be accessed on site at the school of enrolment, in a nearby school, or community-based learning venue, depending on the needs and interests of individual FLO students.

In 2015, there were 62 community and school-based flexible learning centres supported through school and community networks operating under partnership agreements between schools and local community organisations. There were 5141 secondary students supported through a FLO enrolment. For those FLO-enrolled secondary students in the previous school year, 80.2% had a positive learning/earning outcome with a further 4.8% actively seeking employment in 2015.

FLO students are identified at the point of referral as being completely disengaged with their school of enrolment, learning or earning. As such it is a significant achievement that in 2015, schools reported that 76% of all FLO-enrolled secondary students had re-engaged in accredited learning with a further 7% engaged in development programs.

Of the FLO students engaged in accredited learning during 2014, the following results were achieved:

ACCREDITED LEARNING

Flexible learning options 2015

<i>Subject/Course completed</i>	<i>Students</i>
SACE Personal Learning Plan	585
SACE Compulsory Literacy	495
SACE Compulsory Numeracy	461
SACE Research Project	162
SACE Stage 2 subjects	230
SACE additional choices	471
Full SACE	120
Cert 1	142
Cert 2	294
Cert 3	158
Cert 4	5
Diploma	5
Apprenticeship	16
Traineeship	3
First Aid	240
Whitecard	280
Forklift Licence	46
Responsible Service of Alcohol	161
Learners permit	403
Drivers licence	214

Please note that some students participated in more than 1 area listed above.

Data provided from FLO enrolling secondary schools via excel spreadsheet in Term 1, 2015 for FLO-enrolled secondary students in 2014.

ICAN community partnership grants

Innovative Community Action Networks (ICAN) cater for young people who have disengaged from school. In local ICANs, community organisations and agencies collaborate through local management committees to find solutions to meet the identified needs of at-risk and vulnerable children and young people in their local communities.

ICAN networks provide school and community partnership grants to local groups to improve the coordination of local services and establish learning programs for these young people. All local ICAN committees work in close partnership with local schools and partnerships.

In 2015, ICAN community partnership grants amounted to \$1 million and these funds attracted significant in-kind contributions from schools and community partners such as local government. This funding addressed the following criteria identified by schools and their local communities:

- support for flexible learning centres to address innovation in SACE flexibility and literacy and numeracy for FLO or vulnerable and significantly at risk students
- support for site-based innovation in flexible learning and student case management working with community partnerships.

During the year, 27 programs were funded across all ICAN areas, to be fully operational in the 2016 school year.

ICAN case management for vulnerable primary school students

ICAN provides targeted case management funding for identified, highly vulnerable children who have multiple complexities in their lives. These may include such things as:

- living in dysfunctional domestic environments or being homeless
- being exposed to abuse and neglect and the subject of child protection notifications
- having mental health issues themselves or in their families
- abusing drugs or alcohol themselves or in their families
- having a juvenile justice background or with 1 or more parent in jail
- being bullied/ having negative peer relationships
- having significant carer responsibilities at home.

In 2015, 667 students in the upper primary school year levels received intensive personal case management for the whole year, including school holidays. Teachers in primary schools report that this strategy plays a crucial role in keeping these students attending and engaged in school.

One child, one plan

To assist children and young people to access, participate in and gain the full benefits of schooling a range of different learning plans currently being used by schools are to be replaced through the One Child One Plan model.

One Child, One Plan (OCOP) will be an online system for all relevant school staff, leadership, service providers, students and families to use to plan, and/or document, any student support, adjustment and intervention. Each child's plan constructed under OCOP, will be documented by teachers and developed in negotiation with the student, family, guardian or carer, and relevant service providers to develop a personalised education plan with clear goals. It will also record the student's holistic development, recording personal achievements and educational progress through short term goal setting such as educational goals, strategies needed to achieve these goals, resources available and required, person/s responsible for strategies implementation, processes for monitoring and review of the OCOP.

After extensive consultation in 2014 and 2015, the project's design and build commenced in 2015. The OCOP model will initially replace the negotiated education plan (for students with disability), the individual learning plan (for Aboriginal students), and the individual education plan (for students in care), with a single electronic document for all service providers and families.

Individual learning plans

Individual learning plans (ILP) are used as a practical working document that underpins challenging and interesting learning experiences and enables students, teachers and families to work together to achieve the best possible health, wellbeing and learning outcomes. The ILP is monitored and regularly reviewed and used as a discussion point with parents in parent-teacher interviews. ILPs are currently required for all Aboriginal children and young people in South Australian government schools.

YourSAy or other community engagement initiatives

DECD uses the state government platform Your SAy to seek public feedback on initiatives that will have an impact on the community. During 2015, the following consultations about children, education, child protection and early childhood development took place through Your SAy:

early childhood reform

<http://yoursay.sa.gov.au/decisions/yoursay-engagements-early-childhood-services-for-families/about>

Research shows that access to services such as preschool can reduce the effect of disadvantage, giving children a better start to school, creating benefits that continue into adulthood. It also tells us that effective support of children's development during the early years lays the foundation for life, contributing to the development of social capital and the economy. In 2015, DECD asked families and those educating and caring for young children to share their views and ideas about before and after preschool care, services for disadvantaged children and

greater flexibility and choice for families accessing preschool. The feedback gathered has been used to inform discussions about early childhood education service reform at state and national levels.

Child and Family Health Service 'blue book'

<http://yoursay.sa.gov.au/decisions/yoursay-engagements-blue-book-review/about>

Research tells us that what happens in a child's first 5 years makes the biggest difference to their future health, development and happiness. With this in mind, during 2015 we sought feedback from parents and caregivers on the Child and Family Health Service My Health and Development Record, more commonly known as the Blue Book, to inform the 2015-16 edition to ensure that it continues to provide parents and caregivers with useful and relevant information and advice to raise happy and healthy children.

child protection reforms

<http://yoursay.sa.gov.au/decisions/child-protection-reforms/about>

Through the Child Protection Systems Royal Commission the government is investigating the effectiveness of child protection systems here in South Australia. YourSAy was one way that feedback was sought from people and organisations about this topic and their experiences relating to the child protection system. For details, see page 42 (Chapter 4)

quality parenting

<http://yoursay.sa.gov.au/decisions/d3-digital-challenge-improving-access-to-parenting-information/about>

Ending in February 2015 the consultation sought feedback about the most effective way to improve information that parents receive about child raising and child

development. On 22 and 31 January 2015 digital entrepreneurs were teamed with digital users to help discuss, design and deliver (D3) solutions to this challenge. The winning team, Moshi Moshi, was awarded a \$10,000 grant to develop their 'bubbify' idea. They had 4 weeks to do this before presenting a working prototype, development plan and other supporting deliverables to the sponsor agency, SA Health.

Engaging communities

In 2015, 9 Teaching for Effective Learning framework pilots began developing collaborative partnerships with the wider community, and across their regions, by placing the voices of young people at the centre of the school improvement process. For details see page 25 (Chapter 2).

de Lissa Chair in Early Childhood Research

Since 2010 a key focus of this research partnership has included a 'children's voices' research project, empowering communities to include children from the earliest years of life as active and valued citizens, given a valued voice in decision making. For details see page 37 (Chapter 3).

Parenting SA

Parenting SA supports parents in their important role by providing quality information about a wide range of parenting topics to the South Australian community. During 2015, there were 12 new Parent Easy Guides for Aboriginal families developed after extensive consultation with Aboriginal families and services over more than 2 years. For details see page 40 (Chapter 3).

Parents in education and education management initiatives

For details see page 92 (Chapter 7).

Chapter 6:

Right service at the right time

School enrolments, attendance and retention preschool to Year 12

Ensuring that all children and young people are engaged in an approved care, education or training program is a priority for DECD. Research demonstrates that regular attendance at school is essential to help students to maximise their potential and significantly improves healthy, productive and fulfilling life opportunities for young people into adulthood.

Recognised as a protective factor, attendance at school also plays a central role in supporting safety and wellbeing in children and young people by:

- providing safe, respectful and engaging environments
- helping children and young people to develop and expect positive relationships with others
- helping children and young people to be resilient and resourceful in dealing with stress and adversity.

The department has a suite of responses, including case management support and interagency responses with Families SA and other agencies, to address the issues that result in student non-attendance.

In the new support services model there are a range of roles that work across the partnerships with learners (K-12) with attendance, engagement and retention issues and their families based on need including:

- attendance and engagement officers who provide :
 - identification of needs and data analysis
 - advice at individual, group, site and community levels
 - case work management and case management/coordination
 - more proactive approaches and whole-site and community responses to attendance and engagement concerns
- DECD family focus workers who provide:
 - identification and prioritisation of the needs of families
 - advocacy, liaison between families/sites/agencies
 - capacity building of sites/partnerships to understand and engage families
 - advice and strategies to sites, partnerships and families
 - workshops for families, partnerships and site staff.

In 2014, DECD established a cross-agency committee to align the wide range of programs and initiatives in the department that support and promote attendance improvement. The committee, which encompasses school and preschool attendance, includes key personnel with a responsibility for attendance matters across DECD to ensure a seamless approach to improving attendance.

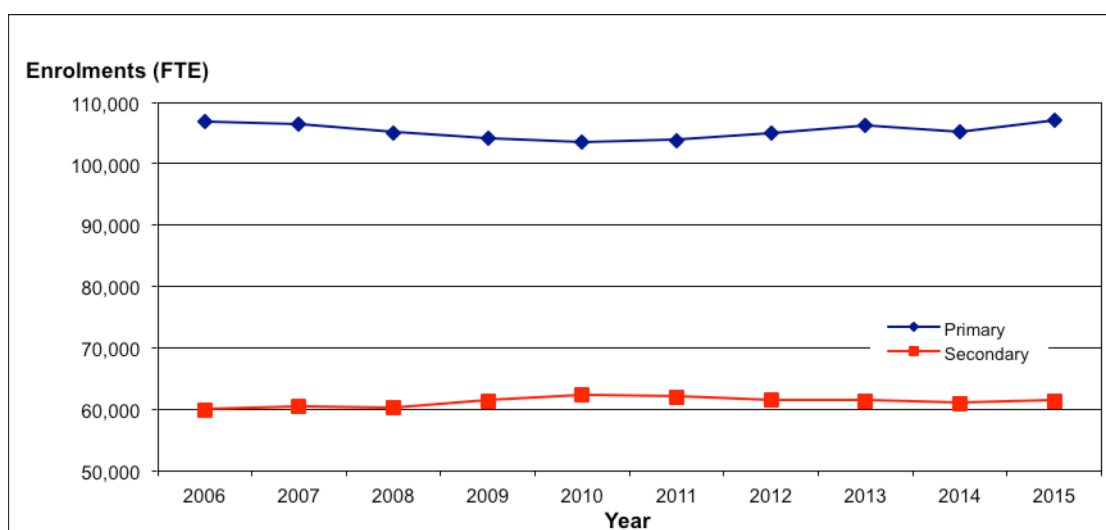
In 2015 the group worked to coordinate and monitor the development of targeted strategies and accountabilities across sites, partnerships and Corporate Office, to make sure that resources are aligned to areas of identified need.

The 2015 DECD Attendance strategy focuses on developing effective improvement strategies in sites and partnerships. Ongoing work is informed by well-constructed data sets, including information collected from partnership and school

reviews and support service personnel establishing stronger accountability for attendance at all levels.

Council of Australian Governments (COAG) attendance initiatives are also supported through this coordinated approach. DECD works closely with the Australian Government to develop collaborative, flexible approaches that are negotiated and tailored to the circumstances of the local community and schools.

SA government school enrolments (FTE) – Primary and secondary, term 3, 2006-2015

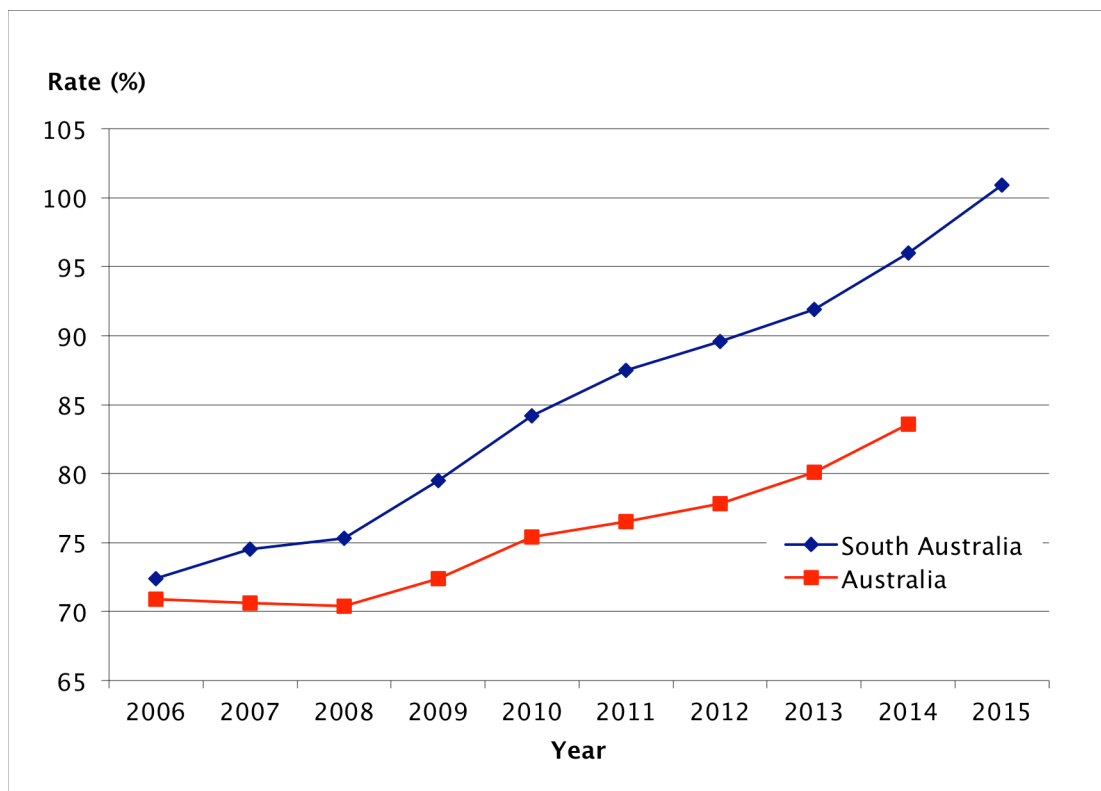


Source: DECD Term 3 School Enrolment Census 2005-2015

Apparent retention rates – students at South Australian government schools years 8-12 and years 10-12 (2014-2015)

Level	2014		2015	
	Full-time	FTE	Full-time	FTE
Years 8-12				
Males	84.9%	89.6%	90.8%	94.8%
Females	97.6%	103.2%	101.9%	107.3%
Total	90.9%	96.0%	96.2%	100.9%
Years 10-12				
Males	81.3%	85.6%	86.1%	89.8%
Females	92.6%	97.9%	96.5%	101.5%
Total	86.6%	91.4%	91.1%	95.5%

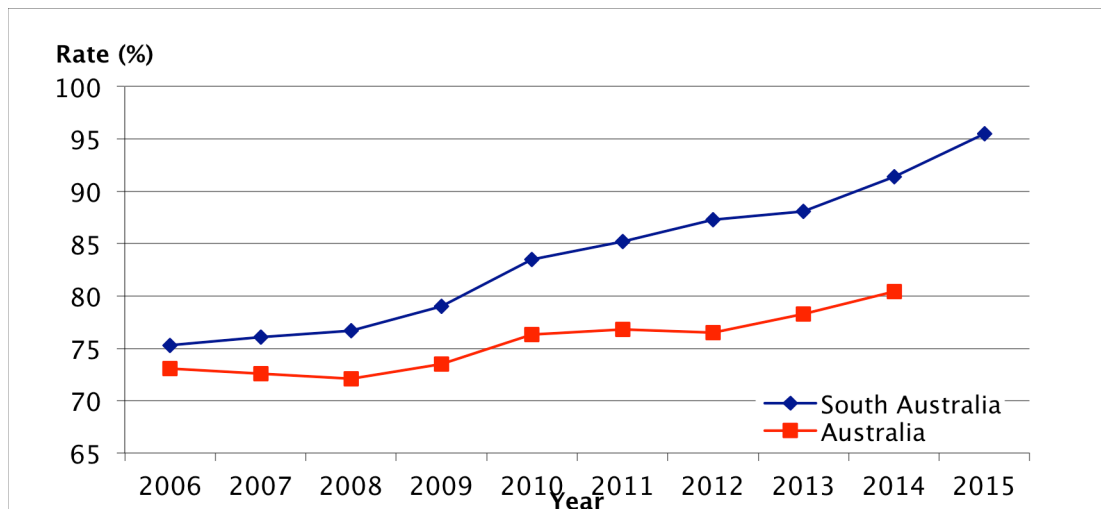
Apparent retention rate in government schools (FTE) – Years 7/8-12 (2006-2015)



Source: DECD Term 3 School Enrolment Census, 2006-2015, ABS Schools Australia (Cat 4221.0)

Note: 2015 Data for Australia not yet available.

Apparent retention rate in government schools (FTE) – Years 10-12 (2006-2015) national



Source: DECD Term 3 School Enrolment Census, 2006-2015, ABS Schools Australia (Cat 4221.0)

Note: 2015 Data for Australia not yet available.

Student pathways through and beyond school

SACE improvement

The SACE Improvement program aims at increasing SACE participation, completion and achievement. Key strategies build the capacity of principals and leaders to lead improvement in SACE and support quality teaching and learning in sites by sharing strong evidence-based practice.

Resources were developed for use in schools to improve data analysis and use, tracking and monitoring of student progress, targeted intervention and quality assurance. Targeted trialling of these resources occurred in 2015.

Successful practice was identified in schools in the areas of pedagogy and task design, and in teachers' professional learning in the reporting of SACE achievement.

A SACE Improvement Expo was held in 2015 involving presentations by 8 secondary schools. Twelve schools hosted workshops showcasing their SACE improvement practices and 26 schools with secondary enrolments received targeted support to address improvement in SACE achievement.

Industry skills

SACE completion data highlights the value of vocational education and training (VET) within the SACE. In 2015, over 40% of SACE completers included a VET component in their program.

Industry Pathways programs connect schools, industry and training providers to engage young people in training pathways leading to Certificate III and higher qualifications. Records indicate that 98 schools offered 276 industry pathways programs in 2015 in employment growth areas, identified skills needs and emerging industry needs (such as health and community services, automotive, advanced manufacturing, food processing and electrotechnology).

Trade schools for the future

This program aims to increase the number of young people undertaking school-based apprenticeships and traineeships as a pathway to their chosen career. It enables students to use a VET qualification towards their SACE completion.

Apprenticeship brokers are based at 16 secondary schools across the state.

Since the program's inception in 2008, apprenticeship brokers have worked with parents, employers and apprenticeship network providers to recruit students into contracts of training. Students gain highly valued industry skills at Certificate II or III level.

By the end of 2015, more than 8000 students had successfully started apprenticeships or transitioned to full-time apprenticeships upon leaving school, and more than 1200 students remained active in the program. During the year, more than 85% of new enrolments were at Certificate III or higher level.

Trade training centres in schools

The outcome of the Australian Government investment of \$114,888,023 in South Australian government schools over 7 years (2008 to 2016), through the Trade Training Centres in Schools program, will result in 37 new trade training centres and trades skills centres, involving 105 public education sites in South Australia.

The program enables students in years 9 to 12 to gain access to modern industry standard trade training facilities and work experience.

Advanced technology industry school pathways

The Advanced Technology project is an initiative funded by the Australian Government by the Department of Defence and managed DECD. The project aims to increase the number of students studying science, technology, engineering and mathematics (STEM), and increase the pool of young people ready to move from school into higher or further education, apprenticeships, scholarships and industry.

There are 19 schools involved in the program based in the northern, southern and western metropolitan regions including Independent and Catholic schools.

The project also supports STEM-related activities including the Defence Industry Pathways program, teacher in residence, 3D printing competition, Southern Science Expo and the Adelaide University's Ingenuity Expo.

School-business partnerships

A school-industry partnership framework was developed based on data from National Assessment Program – Literacy and Numeracy (NAPLAN), Programme for International Student Assessment (PISA) and Organisation for Economic Co-operation and Development (OECD) reports, which highlighted 4 key areas where industry partnerships could strengthen learning achievement.

Three hubs were established in regional areas bringing together stakeholders from community, industry and education. Across the state, 25 schools were supported to engage in industry partnerships. There will be a further 40 schools in STEM hubs in the state.

Innovative Community Action Networks

Through local Innovative Community Action Networks (ICANs), community organisations and key local government and non-government agencies collaborate to find solutions to meet the needs of vulnerable and secondary school-aged young people who have disengaged from a mainstream school-based learning program. Flexible learning options and case management services for young people aim to help students stay engaged in their education. For details see pages 69-71, Chapter 5.

Services for children birth-12+ years

Children's centres – new centres

Children's centres for early childhood development and parenting support children and families to achieve the best possible learning, health and wellbeing outcomes, with targeted services for children and families who may require additional support.

In the 2015-16 State Budget, 5 new children's centres were announced, to be located at Pennington, Renown Park, Roxby Downs, Seaton and Mt Barker. The construction of the centres involves new builds as well as refurbishing existing spaces.

Children's centres – expansion of services in centres

During the 2014 election the SA government committed to expanding the range of services available in children's centres, with recruitment and staff placement gradually occurring during 2015. For details see page 35, Chapter 3).

Universal access

South Australia has been participating in the National Partnership Agreement on Universal Access to Early Childhood Education (NPA UAECE 2015) since 1 December 2014. The partnership builds on the previous agreement on universal access to early childhood education extending the commitment to the provision of 600 hours of preschool for all children in the year before full-time schooling.

Through the NPA UAECE 2015, South Australia will receive \$27 million of the national allocation of \$406 million for a 12-month period to 31 December 2015.

In 2015, the focus of the agreement was the maintenance of 600 hours of preschool to a minimum of 95% of the preschool population, and providing accessible, quality early childhood education programs to vulnerable and disadvantaged children, including children living in remote communities.

The funding was used to:

- lift the level of service provision from 480 hours to 600 hours for children in the year before full-time schooling in DECD preschools and 19 non-government preschools
- provide grant funding to non-government preschools and child care centres to support preschool programs.

Specific measures were also funded to support the access and participation in preschool for Aboriginal, vulnerable and disadvantaged children.

Learning together

Learning Together is a DECD program for families with children aged birth to before starting preschool. It has a focus on engaging families in their children's learning right from the start, literacy and numeracy development, supporting learning, attachment and wellbeing. There are programs running in 26 schools and children's centres across South Australia. More than 1200 families and some 1500 children attend Learning Together programs.

In 2015 a review of the program was conducted. Previous evaluations have consistently shown that it has a powerful effect on parents' behaviour, knowledge and confidence in engaging with their children's learning. This review highlighted the value of the program in supporting children and their families make smoother transitions to

preschool and school, in developing self-regulation, and children having improved behaviour and play skills in preschool and school.

The review recommended that Learning Together outreach programs be located in children's centres so that families have better access to a wider range of services.

Occasional care

DECD funds and delivers an occasional care program that operates from 87 preschools and children's centres in rural and metropolitan areas throughout South Australia. It focuses on providing care for children in communities where there are limited child care options.

Approximately 41 full-time equivalent qualified staff deliver the program. A session of care is between 2.75 to 3 hours long, and children generally access up to 1 session of care per week. Approximately 2764 child sessions are available each week.

On 29 January 2015, the Minister for Education and Child Development entered into the Agreement for the National Occasional Care (NOC) Programme, which means that South Australia will receive \$1.283 million of the \$12.6 million national allocation for a 4-year period from 2014-15 to 2017-18. The program will focus on increasing occasional care services, particularly in rural, regional and remote areas that do not currently have access to child care.

During term 4 of 2015, 7 new occasional care services were established in Berri, Elizabeth Downs, Hamley Bridge, Lock, Mallala, Moonta and Port Broughton. Planning is underway to establish a service in Poonindie and 1 additional service, yet to be identified, in term 1 2016.

Respite care

DECD operates respite care programs to provide a range of specialised care services for families with children with disabilities. Services are provided by 70 approved care providers, located across metropolitan and regional South Australia, who work from the family home or their own home.

A National Disability Insurance Scheme trial continued in 2015, with focus on only supporting children aged birth to 6 years. Nineteen of 22 children (86%) in the Respite Care program transitioned to NDIS funding, with a further 48 children starting with NDIS funding.

Rural care

The DECD Rural Care program provides child care in rural and remote communities where the traditional model of centre-based long day care would not be viable due to the small numbers of children requiring care. Economies of scale are achieved as the program is offered alongside government preschools under the leadership of the preschool director or principal. Rural care services can offer care for a minimum of 7 child places at any one time and dependant on demand from communities, up to 15 child places from birth to 12 years of age. The services offer care for 10 hours per day, 5 days a week for 50 weeks per year.

There are 18 rural care services currently operating in government preschools. In 2015, 5 new sites were established in Riverton, Burra, Cowell, Laura, and Tailm Bend. In addition, 3 of the existing 13 sites expanded their operations.

Family day care

DECD-operated family day care services (schemes) provide approved home-based child care through registered educators located across metropolitan and regional

South Australia. These operations are accountable to the Education and Early Childhood Services (Registrations and Standards) Act and *A New Tax System (Family Assistance) (Administration) Act 1999*.

In 2015, more than 740 registered DECD family day care educators provided over 5 million hours of home-based child care to over 8500 children.

Number of childhood education and care services birth to 6 years of age 2013-2015

SERVICE OR PROGRAM ¹	2013	2014	2015
Preschool			
Government-provided – school managed			85
Government-provided – standalone			249
Government provided – children's centres ²			42
Government provided – integrated centres			13
Total government provided preschool services ²			389
Non-government grant-funded services	110	134	139
Total preschool services ²	501	525	528
OTHER EARLY CHILDHOOD CARE AND CHILD DEVELOPMENT SERVICES			
Playcentres	30	28	28
Family day care ³	12	12	12
Respite Care program			70
Rural care ⁴	13	13	18
Occasional care ⁴	87	89	87
Learning Together @ Home	12	12	12

Notes:

1. This table covers services for children and young people ranging in age from birth-6.
2. There are 2 children's centres that do not operate a preschool program but do offer a range of early childhood development and parenting programs.
3. As at 30 June 2015 this was the number of family day care schemes recorded at the DECD FDC Business Centre.
4. Two services that ceased operating an occasional care service now operate a rural care service instead.

Source: Annual Census of Children's Services, August 2015 and DECD administrative databases

*Number of children in education and care services birth to 6 years of age 2013-2015***r**

SERVICE OR PROGRAM ¹	2013	2014	2015
Preschool			
Government-provided – school-managed			2250
Government-provided – standalone			11,695
Government provided – children's centres			2591
Government provided – integrated centres			581
Total government-provided preschool enrolments ²	18,378	17,685	17,117
Non-government grant-funded services	3486	3011	3073
Total preschool enrolments ²	21,864	20,696	20,190
OTHER EARLY CHILDHOOD CARE AND DEVELOPMENT SERVICES			
Children's centres ³			952
Integrated centres ³			303
Playcentres	330	437	463
Family day care ⁴	8990	9000	8528
Respite Care program	Not reported	Not reported	195
Rural care ⁵	353	330	407
Occasional care ⁶	2722	2884	2764
Learning Together @ Home	1662	1790	1523

Notes:

1. This table covers services for children and young people ranging in age from birth to age 6 enrolled and attending services or programs that are operated, funded or sponsored by DECD. New breakdowns of enrolments by type of government provided preschool service has been introduced for the 2015 report.
2. The number of children enrolled in government provided preschool services in 2013 when the data was collected in August has been aggregated up to counter the one-off impact that the transition from a rolling intake to a single intake preschool enrolment policy for DECD in that year. Children enrolled in unfunded early entry programs are no longer counted for government provided preschool services from 2015 (409 children were enrolled in an early entry program in 2015).
3. Enrolments in children's centres and integrated centres are children who have been reported as only accessing childcare programs at these centres and not preschool. Children enrolled in both preschool and childcare programs have been counted as a preschool enrolment and not included in the child care numbers to avoid double counting.
4. As at 30 June 2015 this was the number of registered children across all DECD family day care schemes recorded at the DECD Family Day Care Business Centre.
5. Rural care enrolments as supplied by the DECD FDC Business Centre from term 3, 2015.
6. Occasional care is reported as the number of child sessions available each day and not the actual number of children attending the program.

Source: Annual Census of Children's Services, August 2015 and DECD administrative databases

International education

International Education Services (IES) is a business unit providing dedicated support and management of a range of fee-for-service international education programs in South Australian government schools. IES manages DECD student and teacher exchange programs and regulates student exchange organisations to ensure compliance with national guidelines. The main focus for IES is to contribute towards South Australia's overseas student numbers, in line with the following state government strategy: Economic Priority 4: The Knowledge State. Objective: Increase the number of international students studying in South Australia from 28,300 to 34,400 by 2017.

In 2015 IES managed strong growth in full-fee-paying international student numbers across all markets. International student enrolments (South Australian government schools on student visas) was 1394 in October 2015 (compared with 1106 as at October 2014), which represents 26% growth.

National market share for international student enrolments (South Australian government schools on student visas) was 11% as at October 2015 (compared with 10% in October 2014).

Within this, South Australian government schools welcomed over 400 short stay international students (studying for a maximum of 3 months) during 2015 (+23% on 2014). These shorter study blocks are focused on cultural and language immersion experiences.

Study tours have been maintained with 1478 overseas students participating in study tour visits (usually 2 to 4 weeks in duration) to South Australian government schools. This equates to more than 19,167 visitor nights, making a significant contribution to the state tourism numbers, particularly during the quieter winter months of May to August.

IES was presented with an Australian Organisational Excellence Award in October 2015. These awards recognise the achievement of outstanding organisations that are effectively applying business excellence principles, thereby demonstrating a commitment to sustainable performance, stakeholder value, quality and service, philanthropic ideals, ethical behaviour and environmental sustainability.

Supporting students with disabilities and special needs preschool to year 12

Throughout 2015 DECD continued to deliver a range of inclusive educational options and strategies that support children and students with disability to access and participate in their learning and education, meeting obligations under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005, and national and state disability reform agenda.

Students with disability account for 9% of the DECD school population. Some 79% attend mainstream schools, and 21% attend a special options (special class or disability unit, or special school). (2015 Student Enrolment Census)

DECD has 15 special schools, 38 schools with disability units, 88 schools with 127 fulltime or part-time special classes, 2 special preschools, 10 inclusive preschool programs, an inclusive preschool for Aboriginal children with hearing impairment, a preschool autism intervention program and 8 speech and language programs.

The number of verified students with a disability has increased by 2% since 2014. However within this cohort the number of students with Autism Spectrum Disorder (ASD) has almost tripled between 2010 and 2014, increasing from 1366.5 FTEs to 3662.1 FTEs. A further 5 special options services opened in 2015.

To ensure quality learning programs for children and students with disability and learning difficulties, DECD is currently leading a range of new initiatives, including:

- an electronic personalised learning plan
- the implementation of the Nationally Consistent Collection of Data on School Students with Disability, which continued from 2013 with 100% of DECD schools collecting data
- systemic and policy changes required as a result of the roll out of the National Disability Insurance Scheme (NDIS).

Preschool support programs

DECD provides programs for preschool children with additional needs, responding to family requests for more choice in preschool education. Also aligning with the SA government's strategy, Every Chance for Every Child, DECD provides inclusive learning environments that enable equal access to preschool for children with disabilities.

The Preschool Support program is a statewide program for children with developmental delay and/or disabilities. It works to maximise the child's learning by minimising the impact their disability and/or developmental delay has on their development. This program provides additional staff to preschools to support teaching and learning. During 2015, the program provided support to 3171 children.

Inclusive preschool programs are part of a state government policy to promote social inclusion. There are 12 of these programs operating across South Australia to support children with disabilities and high support needs who require a specialised program to optimise their learning outcomes. Each program caters for children with severe and multiple disabilities, Autism, Global Developmental Delay, or a combination of physical, social and cognitive needs. During 2015, more than 75 children participated in these programs, supported by a negotiated education plan developed in consultation with families and a range of stakeholders, who work in a multidisciplinary manner to plan and implement programs to meet the learning needs of these children.

These programs are located within mainstream preschools and are staffed with a specialised teacher and early childhood worker.

An Autism Intervention Preschool program operates at The Heights R-12 School and is staffed by a specialist teacher and school support officer.

Speech and language programs

These programs provide a high level of specialised support for children with severe speech and/or language impairments and are staffed with a speech pathologist and a specialised language teacher. The children's primary area of need is communication, while learning and development in other areas is similar to that of other children their age. The 8 programs continued during 2015, supporting more than 40 children to strengthen their communication.

Statewide support services

To improve flexibility, responsiveness and consistency in service delivery a new model of integrated support services was implemented at the beginning of 2015 with significant changes in how services are delivered.

Statewide Support Services staff work within schools using their specialist knowledge and skills to assist in building schools' and teachers' capacity to address the needs of all learners, but especially those identified with disabilities or additional needs.

These staff work with schools and preschools to ensure that students with additional needs have the necessary support that results in improved learning and wellbeing outcomes for learners and their educational communities.

A new model of social work incident management was also developed this year, with a centralised statewide social work team providing support to sites where critical incidents have occurred. They are supported by the social workers in education teams, when an immediate response is required in a country location or where there is a major incident requiring significant resourcing. An example was the Pinery bushfire in 2015, which resulted in all the available social workers mobilised to provide support to the many children, families, staff and sites affected by the bushfires. Protocols and resources were developed to support sites in future.

Two pilot programs were developed in 2015: one trials the use of occupational therapists in schools and the other is the use of a behaviour coach role to support sites to prevent behavioural issues. These pilot programs will begin in 2016.

Statewide Support Services received 16,916 referrals in 2015, comprising 1573 to engagement and attendance social work, 1450 to behaviour support coach, 367 to family focus social work, 4093 to psychology, 4802 to special educator, 157 to special educator hearing and 4474 to speech pathology.

Disability support

The Disability Support program is one of a range of provisions that DECD has to support the additional needs of students with disabilities and learning difficulties. This program enables schools to provide programs and curriculum accommodations required to achieve a student's negotiated learning outcomes. It can be accessed by students in years reception to year 12 who meet both the disability and impairment criteria in 1 of the following categories: autistic disorder or Asperger's disorder, Global Developmental Delay, intellectual disability, physical disability, sensory disability (hearing), sensory disability (vision), and speech and/or language disability.

Data on school students with disability

The Nationally Consistent Collection of Data on School Students with Disability (the collection) captures information on a wider cohort of students than is covered under the current DECD Disability Support program. For the first time, data is being collected on all students that meet the disability criteria under the *Disability Discrimination Act 1992*, including those with learning difficulties, health and mental health conditions. The information collected considers students who are supported under these obligations based on the professional judgement of teachers and their understanding and knowledge of their students.

The collection began in 2013, with a 3-year phased implementation. In 2015 all Australian schools were required to participate annually in the collection, and South Australia achieved this target. Improved national descriptors and local quality assurance practices in the state ensured more meaningful data.

As a result of the collection, there have been improvements in staff practice, developed through a better understanding of obligations under the *Disability Discrimination Act 1992* and the Disability Standards for Education 2005. These improvements include better consultation with families and carers, better documentation and more informed staffing allocations to support engagement and attainment for students with disability in the school system.

National Disability Insurance Scheme

In South Australia, the trial of the National Disability Insurance Scheme (NDIS) was launched on 1 July 2013 and included children aged between 0 and 14 years. Implementation is staged over 3 years – 0 to 5-year-olds in 2013-14, 6 to 13-year-olds in 2014-15 and 14-year-olds in 2015-16.

One of the key components of the South Australian trial is early intervention. The NDIS will fund reasonable and necessary supports for a child with disability to participate in early education activities specific to a student's disability that enables them to attend school or further education. The NDIS is not responsible for the provision of learning or supports that primarily relate to the students educational attainment.

A set of mainstream principles was developed to guide the funding and delivery responsibilities between the NDIS and other service systems.

DECD is a service provider under NDIS for transport (Special Education), personal care (Special Education), Respite Care program (DECD Family Day Care), SA Home Modifications program (Families SA), and the Alternative Care Therapeutic Team (Families SA).

The Office for Child Protection, Families SA, is also a disability service user of the NDIS for children with disability under guardianship of the Minister. At the end of the 2014-15 financial year most children under guardianship remained clients of, and accessed services through, the state-funded disability system. These programs will eventually be transferred to the NDIS.

Children and students receiving DECD services under the NDIS during 2015 comprised 181 children using the students with disability – Transport Assistance program, and 40 children using family day care – respite (plus 45 new children with NDIS plans who started with the program in 2015).

Of the 250 children under guardianship of the Minister known to the state disability system, 40 are registered with the NDIS. Of these, 60% are males, 23% are Aboriginal and 58% are in a foster care placement.

Students with disability – transport assistance

Transport assistance may be provided to children with a disability in the form of car reimbursement, public transport grant or travel by taxi, access cab, mini-bus or wheelchair bus. The most appropriate mode of transport is selected to support the safety and welfare of children using the service. DECD is also a service provider for transport under the National Disability Insurance Scheme (NDIS).

As at December 2015, there were 2218 children receiving transport assistance:

- 1370 on direct assistance (taxi/bus)
- 693 on car allowance
- 93 on a combination of direct assistance and car allowance
- 62 on public passenger transport grant or private bus allowance
- 427 runs currently in place to assist the 1463 children/students receiving direct assistance
- 181 children transitioned to the NDIS and are now receiving transport assistance as part of their NDIS support package.

Chapter 7:

Build a better system

Building a high-performing system

Since July 2014, the Change Management unit has been overseeing and supporting the delivery of the objectives and outcomes of DECD's Building a High Performing System business improvement plan, which seeks to fulfill the strategic priority of 'building a better system'.

The Change Management unit has supported more than 30 change projects as part of this work, plus other stand-alone reviews to improve operational processes. It provides project management support and advice for change review teams, which are drawn from expert department field staff, to examine specific operational issues and make recommendations for improvement.

The most significant project of 2015 was the transformation of DECD's corporate structure and model of service delivery.

From the release of the recommendations for change by business consultancy, KPMG, in July 2015 to the first structural changes in October, the Change Management unit oversaw this major body of work which seeks to position the department's corporate office as a more outward-looking, service-driven entity.

Other projects completed or reviewed in 2015 were:

- partnership performance reviews and a performance review framework to better evaluate education outcomes (see reporting below)
- a revised governance framework for schools and preschools

- strategies and frameworks on teaching quality and leadership development
- recommendations to manage National Disability Insurance Scheme (NDIS) providers on DECD sites
- recommendations on how to enhance the work of primary school counselors
- an overhaul of DECD's online presence both internal and external.

By the end of 2015, there were 25 Building a High-Performing System change projects in train, plus 3 stand-alone change team reviews. Fifteen others had been completed and closed while 5 projects were still in preliminary planning stages.

Building a High Performing System will formally end on 30 June 2016, by which time a standing project delivery and change management capability will have been established to give DECD a focus and means to support a culture of ongoing improvement.

Continuous improvement – partnership-level assessments

From March 2015, DECD started a process of system-wide performance reviews that report on performance in strategically important areas for our preschools and schools at the ECD partnership level. These data-driven performance reviews are linked to our strategic plan, our educational standards, and to 4 strategic objectives relating to proficiency and academic excellence in numeracy and reading, as well as student engagement.

The reviews consider outcomes for all children and students from preschool through to secondary school. Performance is assessed against past results, not against a concept of 'like' schools, and focuses on improvement. A standard methodology is applied that identifies improvement, decline or no change against a baseline for each partnership or site, for each measure.

Over time, the process will change as we develop it, taking into account feedback, best practice models and evidence about what works and what can be done better.

All 60 partnerships were reviewed as part of the 2015 partnership performance reviews.

Performance reviews for administrators (through corporate performance reviews) are scheduled to begin in 2016. Our goal is to encourage a culture of high performance, achievement and accountability for performance at all levels of DECD.

Continuous improvement – school reviews

An external review process for schools and preschools was introduced in 2014. Over a 4-year period, all government schools will be externally reviewed against the question, 'how well does this school support student achievement, growth, challenge and equity?'. An external review framework and guidelines for principals were published late in 2014 for use from term 1, 2015.

The framework is based on effective school improvement practice, both nationally and internationally and consists of 5 key focus areas, which reflect the essential qualities of schools leading improvement in learning: student learning, effective teaching, effective leadership, school community partnerships, and improvement agenda.

Schools will generally be reviewed every 4 years, however where greater improvement and support is required, a review may occur within a year. In 2015, 136 external school reviews were completed using the DECD External School Review Improvement framework to identify where a school has the greatest potential to improve.

These key areas for improvement are provided in 'directions' specified in a high-level report for each reviewed school, and published on the school's website. In collaboration with the education director, the principal must develop an improvement plan that details the strategies and accountabilities to effectively implement the recommendations.

Progressive achievement testing (PAT)

South Australia is the first state to implement the Progressive Achievement Tests (PAT) for mathematics and reading comprehension in every government school. These tests provide additional information to teachers to plan learning for individual learners. For details see page 25 (Chapter 2).

Attracting and retaining quality staff

Teaching quality and leader development

DECD provides a range of training and development across a teachers' career cycle and to develop leaders in public education. For details see pages 98-101 (Chapter 9).

Recruitment in Families SA

In 2015, DECD embarked on a major recruitment drive for frontline child protection roles within Families SA. See page 53 (Chapter 4) for details.

Professional learning for staff about student engagement

DECD's Student Engagement unit provides a range of professional learning options for teachers and staff in key support roles. For details see page 60 (Chapter 5).

Volunteers in schools

A Building a High Performing System change project began this year to identify system improvements that will sustain and grow the level of volunteer involvement at education and care sites. For details see page 58 (Chapter 5).

National Quality Framework – assessment and rating

The key focus of the National Quality Framework (NQF) is to raise quality and promote continuous improvement and consistency across Australian early childhood education and care services. For details see page 37 (Chapter 3).

Asset master plan

As part of Building a High Performing System business improvement plan (Change Priority 9), the asset master plan is an evidence-based decision-making approach to be used to assist in the strategic allocation of the capital works budget for education and care infrastructure in South Australia.

The asset master plan outlines the strategies for optimal use and delivery of education and care into the future, which involves consideration of the future requirements for teaching, learning and care using statewide demographic data. The aim of the plan is to achieve better infrastructure information and planning.

In 2015, a demographic and site analysis tool was developed to analyse data provided, which informs an evidence-based decision-making process for capital investment into current and future DECD assets.

Also in 2015, a new process for the Capital Works program was developed to remove the burden on site leaders to develop education and care briefs.

Information management

The Electronic Document & Records Management System (EDRMS) project was initiated to address recommendations 9 & 10 of the Royal Commission 2012-13 Report of Independent Education Inquiry (commonly known as the DeBelle Report). In response to these recommendations, the proposal to implement an EDRMS was submitted to and endorsed by the DeBelle Recommendation Board in 2013.

The aim of the project is to implement a single comprehensive information management system in DECD, together with the supporting standards, guidelines and technologies that governs the creation, retention and management of information across the department.

ICT master plan

As part of the Building a High Performing System business improvement plan (Change Priority 10), an ICT master plan for 2016 to 2020 is being finalised.

In 2015, the State Government approved the procurement of an education management system (see next page) and there was significant work done in upgrading core infrastructure and systems including critical human resource management systems infrastructure and school and preschool routers.

Data linkage

DECD is committed to managing and using data strategically to support evidence-based decision making and planning at all levels of the system (Change Priority 12 – Data and Information).

To support this priority, the department participates in SA NT DataLink, a consortium established to enable datasets to be combined across multiple agencies for research and statistical purposes in a manner that protects the privacy and confidentiality of individuals.

A whole-of-population approach to linking data across agencies and over time can improve the evidence base about children and young people's health, development and learning and thus inform policy development, service delivery and monitor the impact of interventions.

DECD, along with other academic and government partners, is also a participant in the ongoing Early Childhood Health and Development Data Linkage project, which aims to explore the effects of early life conditions and experiences on health, development and learning.

Education management system

The state government approved the procurement of an ICT Education Management System (EMS) for DECD in August 2015. The EMS is a key component of the ICT master plan and will replace the Education Department School Administration System (EDSAS) and the Early Years System as well as provide additional functionality including learner management systems, improved data and analytics and a parent portal. The parent portal will provide easier access to information about children's/student's academic achievement, assessment, attendance and wellbeing, as well as facilitating improved communications between parents and preschools and schools.

In 2015, the planning of the high-level requirements began, and over 30 interviews and workshops were held with more than 250 stakeholders. This research will be used in a specification to assess the market's capability and capacity to deliver an EMS.

Approved panel of providers

DECD has an approved panel of providers (APP) of organisations that deliver services to support students at risk of not completing schooling. These services include case management, flexible learning programs and mentoring.

Panel members go through a rigorous selection process to ensure that they have met mandatory requirements and have the capacity to deliver quality services.

In order to mitigate risks and ensure quality and compliance with all child protection requirements, the flexible learning option (FLO) enrolment policy, released in June 2015, stipulated that all external (non-government agency) providers must be members of DECD's panel of preferred providers.

In 2015, DECD conducted a compliance check with all current providers, who received feedback on their record keeping and performance to help improve the quality of student case files and adherence with State Records Management Act. For details see <http://www.decd.sa.gov.au/supporting-students/flexible-learning-options-flo/approved-panel-providers-app> or <http://www.decd.sa.gov.au/sites/g/files/net691/f/decd-approved-panel-of-providers-list.pdf>

Chapter 8:

Financial summary

Executive summary

During the 2014-15 financial year DECD implemented and progressed a number of matters of operational and financial management importance.

Key achievements for the 2014-15 financial year included:

- meeting the department's financial and budgetary targets
- receiving an unqualified audit opinion from the auditor-general in respect to the 2014-15 consolidated financial statements
- starting detailed FTE plans at unit level for the department, including Families SA, to reflect organisational changes
- continuing the program of training school finance officers and school principals on budgetary and financial management activities and developed and delivered training programs for corporate staff on financial management
- continuing maintenance of the student-centred funding model for schools
- continuing to grow number of school and preschool visits in 2014-15 in relation to the DECD Financial Management Compliance program
- continuing the implementation of direct debit by instalment and eftpos in schools and preschools.

State Budget summary

The State Budget was released on 18 June 2015 and provided details of the department's expenditure for the 2015-16 financial year.

The 2015-16 operating expenditure budget for the department is \$3.354 billion, which includes school-funded expenditure. This equates to an investment of \$15,575 for every government school student.

The care and protection component of this expenditure budget is \$357.3 million in 2015-16. The 2015-16 State Budget included more than \$50 million over 4 years for a range of reforms to improve and widen services for children at risk or in care.

The 2015-16 investment program for DECD is \$56.2 million. The program continues the investment in government preschools and schools to support families and children in the South Australian community.

As part of the 2015-16 State Budget, the government has invested an additional \$50 million to improve facilities for disadvantaged schools as well as improving early years facilities.

The government has allocated approximately \$25 million in funding to improve facilities in schools and the works will include refurbishment of specialist and general learning areas and upgrade of information technology infrastructure. The schools involved are Fremont-Elizabeth City High School, Swallowcliffe School P-7, Christies Downs Primary School, Christies Beach High School and South Vocational College – Disability Unit, and Le Fevre High School.

The 2015-16 Budget investment also provided approximately \$25 million to further contribute to the state government's election commitment to continue to expand the network of children's centres to 47 (currently there are 42), as well as general improvements at a number of early years facilities. The additional children's centres will be at Renown Park, Pennington, Mount Barker, Roxby Downs and Seaton, and an upgrade to the centre at Keithcot Farm

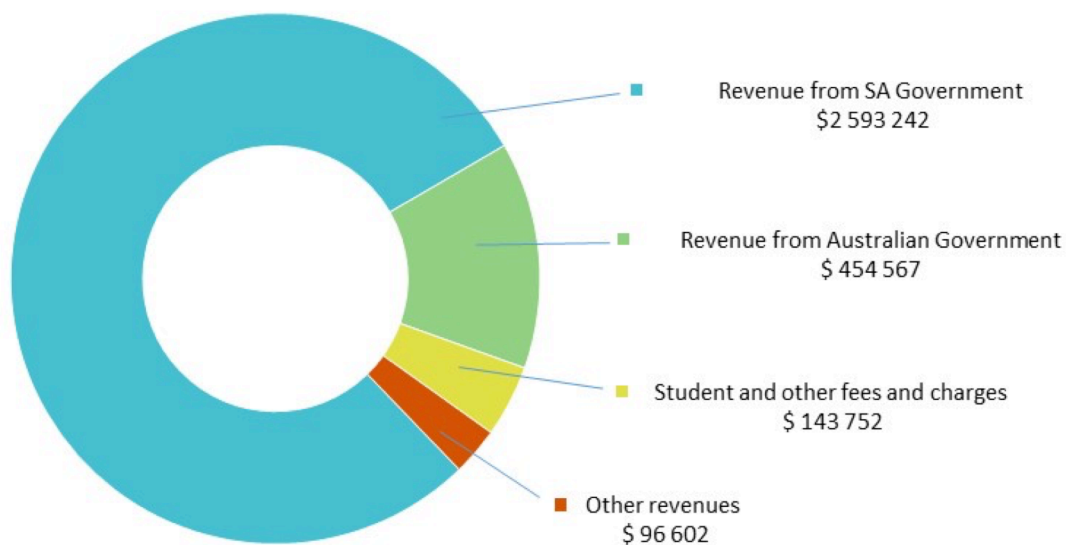
More information on the State Budget can be found on the Department of Treasury and Finance website at www.treasury.sa.gov.au/budget/current-budget.

Our income – where it comes from

Total income received by DECD from controlled operations was \$3.3 billion, an increase of \$125.7 million from the previous year.

Appropriation receipts from the state government decreased by \$230.7 million with Commonwealth funding previously received via state government appropriation now recognised as revenue from the Australian Government. This was partly offset by increased funding for employee entitlements, state funding in respect of the National Education Reform Agreement and capital works projects.

Controlled income by type \$'000



Source: Department for Education and Child Development 2014-15 financial statements

Revenue from the Australian Government increased by \$334.6 million, which primarily related to the new funding arrangements that commenced in 2014-15 under the National Education Reform Agreement.

In terms of administered revenues, an additional \$36.3 million was recognised; primarily as a result of increased funding for the non-Government schools sector with an increase of \$25.0 million in Australian Government grants and additional administered appropriations of \$11.1 million received from the state government.

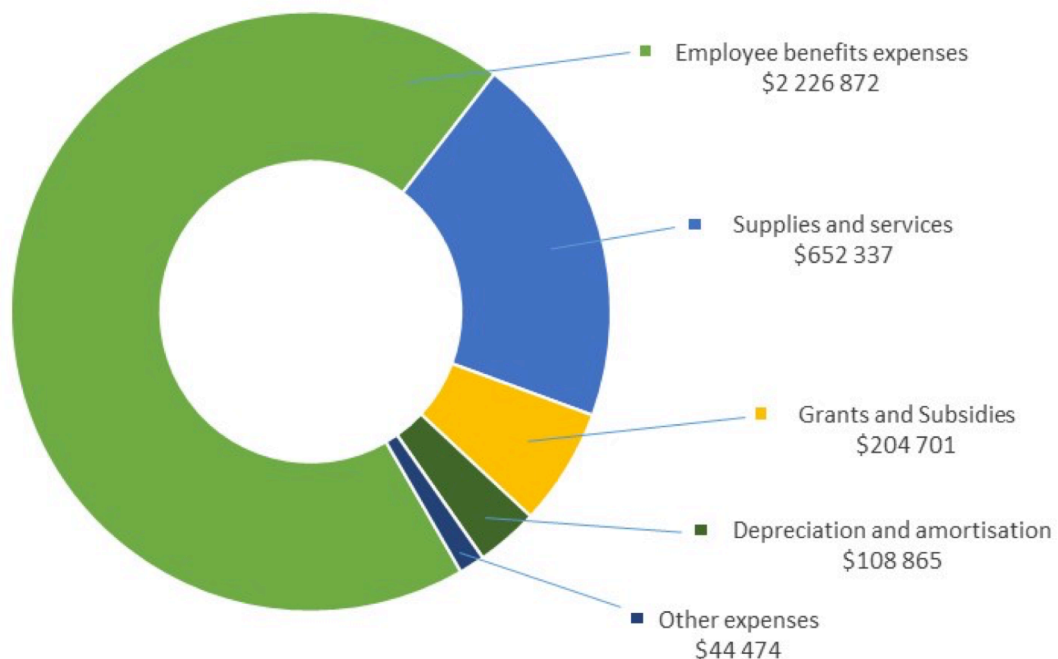
Our expenditure – how our funds were spent

Total controlled expenditure increased by \$45.6 million to \$3.2 billion compared with the previous year.

Employee benefit-related expenses rose by \$38.2 million to \$2.2 billion, which was primarily a result of increases in remuneration rates paid under enterprise bargaining agreements and awards, and increases in full time equivalent staffing numbers that were predominately across educational sites.

Partly offsetting these increases were reductions from an actuarial adjustment in relation to changes to the *Return to Work Act 2014*, fewer targeted voluntary separation packages payments and lower

Controlled expenditure by type \$'000



Source: Department for Education and Child Development 2014-15 financial statements

superannuation expenses following an upward adjustment in 2013-14.

Grants and subsidies expenses increased by \$15.9 million primarily reflecting payments made to assist with the caring of children in care.

Supplies and services expenses reduced by \$15.0 million following increased expenditure throughout 2013-14 focusing on improving school facilities, associated maintenance works and investment on new ICT equipment and services.

Summary of our assets – what we own

The department recorded assets totalling \$5.0 billion as at 30 June 2015, which represented an increase of \$140.6 million compared with the previous financial year.

Cash balances increased by \$147.2 million which was mainly associated with increased cash held in the accrual appropriation excess funds account to fund the future payment of employee leave entitlements and asset replacement; and an increase in at call deposits with the Treasurer.

The value of land, property, plant and equipment and intangible assets was \$13.6 million less than the previous financial year allowing for asset revaluations, depreciation expense movements and the capitalisation of new infrastructure projects. New and refurbished facilities costing \$242.7 million were delivered under the Capital Works program during 2014-15.

Value of land, property, plant, equipment and intangible assets \$'000's



Source: Department for Education and Child Development 2014-15 financial statements

Summary of our liabilities – what we owe

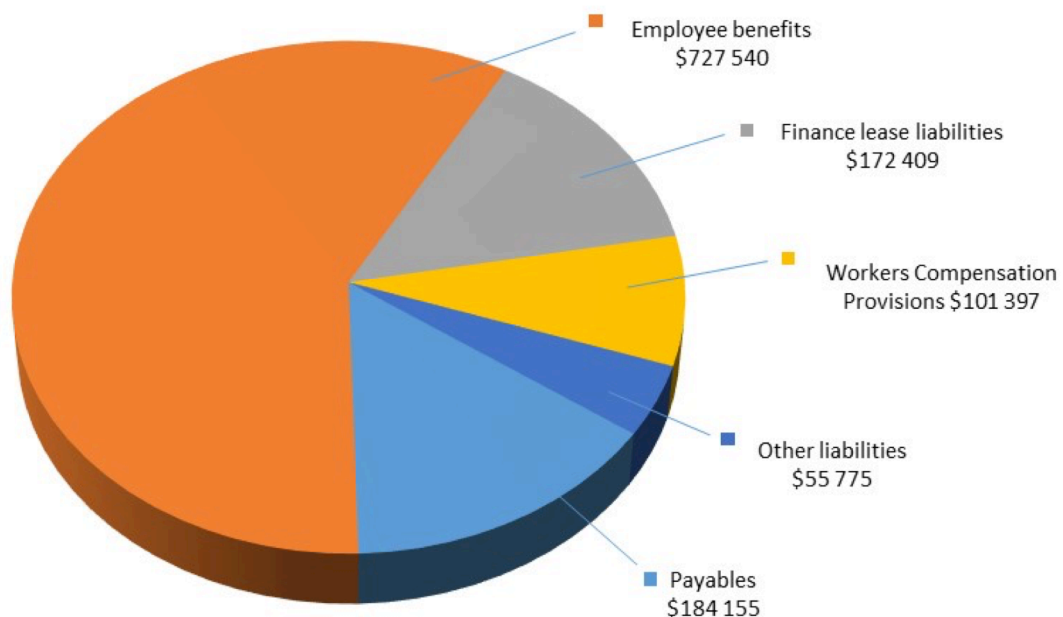
The department recorded liabilities of \$1.2 billion as at 30 June 2015; an increase of \$54.5 million compared with the previous financial year.

Employee benefits liabilities (excluding on costs) increased by \$44.5 million and comprise 59% of the total 30 June 2015 liabilities balance. The majority of this year's growth reflected increases in remuneration rates and additional salary and wages accruals.

Payables were \$20.2 million higher than the previous financial year due to increased outstanding creditor amounts at reporting date and on-costs associated with employee benefit liabilities.

The workers compensation provision decreased by \$15.7 million primarily reflecting a reduction in estimated costs from the introduction of the *Return to Work Act 2014*.

Liabilities \$'000's



Source: Department for Education and Child Development 2014-15 financial statements

Chapter 9: Statutory and other reporting

Human resources information – people and culture

Leadership development

DECD Leadership Development strategy

A whole-of-DECD leadership strategy will be released in early 2016. Developed during 2015, in collaboration with a broad range of stakeholders, the strategy incorporates a leadership charter, which articulates DECD's expectations and commitment to a planned approach to leadership development, and a leadership framework, which will identify the capabilities essential for effective leadership at each level across DECD to support a high-performing system.

Implementation of the strategy is planned over a staged, 3-year period, with additional areas of focus being recruiting the best leaders, communicating clear leadership career pathways, identifying and developing future leadership talent, and succession planning for key and critical roles.

Graduate Diploma of Strategic Leadership

In 2015, the South Australian Institute for Educational Leadership (SAIEL) commenced delivery of the new Graduate Diploma of Strategic Leadership, BSB80215. The Graduate Diploma is a nationally accredited Australian Quality Framework program, with materials and assessments customised to address the key aspects of DECD site leaders' roles.

By December 2015, there were 59 new school and preschool leaders enrolled and participating in the program as their core induction, with the first cohort of 29 leaders expected to complete the program by March 2016. The program will be trialled with 42 current site leaders in the Mount Gambier partnership, starting in December 2015, and will be rolled out to aspiring leaders in 2016, with the aspiration that all DECD school and preschool leaders will hold (or be working towards) an advanced qualification in leadership by 2020.

Current leaders' pre-existing advanced leadership qualifications will be recognised and the SAIEL has been working with the University of South Australia to ensure that Graduate Diploma of Strategic Leadership graduates will be eligible to receive credit towards relevant masters degrees.

Leading in residential care

The Leading in Residential Care Skill Set was developed and endorsed in 2015 as 5 units of competency within the Diploma of Leadership and Management BSB61015. The skill set has been contextualised to align with the operational needs of residential care and will become a requirement for all supervisors, senior youth workers and business managers within Families SA in early 2016.

2015 Leadership development program statistics

- 3 sessions were delivered to 157 attendees as part of a Leadership Insights series presented by expert guest speakers who shared their leadership reflections.
- 34 leaders participated in the Diploma of Management and Advanced Diploma of Management, developing their leadership skills, experience and capacity.
- 16 scholarships were offered by SAIEL as part of various leadership initiatives, providing access to programs including the Governor's Leadership Foundation, the Apple Emerging Leaders program, the Harvard Graduate School for Education in the USA and the Public Sector Management program.
- 60 aspiring and current leaders participated in the SAIEL Development Centre, enabling them to examine their strengths, identify areas for improvement and make informed decisions about professional learning and career pathways.
- 181 employees participated in the Extreme Leadership program, an online program customised for current and aspiring DECD leaders.

Registered training organisation

During 2015, the DECD registered training organisation (RTO) delivered training and issued qualifications under 4 accredited training packages: Business, Community Services, Financial Services and Training and Education.

Qualifications completed in 2015 included:

- 44 Address Adult Language, Literacy and Numeracy unit TAE40110 from the Certificate IV in Training and Assessment TAE40110
- 53 Certificate III in Early Childhood Education and Care CHC30113
- 82 Certificate III in Education Support CHC30213
- 31 Certificate IV in Education Support CHC40213
- 45 Certificate IV in Business Administration BSB40507
- 6 Certificate IV in Accounting FNS40611
- 35 Certificate IV in Child, Youth and Family Intervention CHC40313, with 23 completing the course via recognition of prior learning. The course has been modified to customise the learning for the needs of current residential care employees
- 33 Diploma of Early Childhood Education and Care CHC50113
- 8 Diploma of Management BSB51107
- 5 Advanced Diploma of Management BSB60407.

Qualifications were awarded to DECD employees from a range of classification groups including administrative services officers, teachers, principals and preschool directors, early childhood workers and school services officers.

During 2015, 38 Families SA supervisors were supported by the RTO to complete the Assessor Skill Set TAESS00001 by January 2016, which forms 3 units of competency towards the Certificate IV in Training and

Assessment TAE40110. The Assessor Skill Set will enable supervisors to assess participants of the Certificate IV in Child, Youth and Family Intervention.

Also during the year, 146 DECD residential care employees within Families SA also started their Certificate IV in Child, Youth and Family Intervention CHC40313 in 2015. This qualification forms part of a mandatory induction for new residential care employees.

SA Excellence in Public Education Awards

The fifth annual SA Excellence in Public Education Awards was held in 2015, attracting more than 1400 nominations and recognising 59 finalists across 7 categories. The achievements of 13 overall winners were celebrated at a ceremony in September, where winners received funding to put their proposals for professional learning into action, benefitting the winner and the children and young people that they work with.

Winners in the Leadership category received scholarships to undertake 1 of 3 Harvard Graduate School of Education courses. Teaching and support staff received up to \$10,000 to undertake professional development, and teams received funding to research best practice in other jurisdictions. The Lifetime Achievement Award recipient received a personal wellbeing grant.

Teaching quality

DECD provides a range of training and development across a teachers' career cycle.

Initial teacher education

The DECD Teacher Education Taskforce provides a forum for collaboration and consultation with all key South Australian

initial teacher education stakeholders, including universities, employers and the Teachers Registration Board.

Consultation took place through this forum in 2015 regarding incorporation of Keeping Safe: Child Protection Curriculum as part of initial teacher education programs. The Deans of all South Australian tertiary education providers endorsed development of a shared statement of their commitment and intentions regarding inclusion of the Child Protection Curriculum in teacher preparation programs.

Masters for Teachers Scholarship program

DECD is offering 240 scholarships to eligible teachers over a 6-year period, to support the aspiration that all new graduate public school teachers will be masters qualified by 2020, and that the existing teaching workforce will upgrade to the masters qualification over time. With a combined value of \$4.8 million, each scholarship provides up to \$20,000 towards masters tuition fees. Priority learning areas for the scholarship program include science, technology, mathematics, languages, literacy and numeracy. In 2015, 28 successful scholarship recipients from the first round of offers started their masters studies, with the second round of scholarship recipients to start in 2016.

Teacher certification

In 2015, the South Australian Teacher Certification Committee continued a Highly Accomplished and Lead Teacher Trial, enabling 32 DECD teachers to gain recognition for the quality of their teaching while remaining in the classroom. Certification encourages teachers to share

their expertise with colleagues, provide high quality mentoring for pre-service teachers and support the continuous improvement of student learning outcomes. In October 2015, 26 certified teachers were presented with their certificates by the Minister for Education and Child Development.

As a nationally recognised indicator of high quality teaching, the promotion of DECD's certified teachers enables the achievement to be acknowledged across jurisdictional borders. The University of Adelaide's MBA program has approved the awarding of course credit for both the achievement of certification and for those who successfully complete the national Assessor Training program.

Performance and development

For most DECD employees, a performance and development review is conducted and recorded at the local level. During 2015, DECD initiated a project to develop a performance and development system that will monitor and report on the implementation of performance and development processes for all employees across the organisation. New online reporting systems will be available to all employees in 2016. Tracking and monitoring of annual reviews will be enabled for these employee cohorts as a means to ensure that all staff have a current plan, and that the quality of this process is consistent across the organisation.

Leadership and management training expenditure

Staff training occurs throughout DECD, both given and received, and is not identified in the department's general ledger. Recorded information exists on:

<i>Activity</i>	<i>Year</i>	<i>Amount \$</i>
HECS reimbursements for staff	2014-15	183,318.72
Program fees and associated costs	204-15	4,728,403.36

Employment opportunity programs

Traineeship report for the 2014-15 financial year

At the beginning of the 2014 financial year DECD had 2 traineeship programs: the DECD Training program, which had been running successfully for over 14 years, and the new State Government Jobs4Youth program. In early 2015, the 2 programs merged under the Jobs4Youth program.

During 2014, 27 trainees completed traineeships and were appointed to ongoing positions within DECD and to date in 2015, 17 people have started a traineeship within a DECD site, with 6 having completed their traineeships and appointed to an ongoing position.

The trainees studied Certificate III in Government, Information Technology, Data Management, Education Support, Early Childhood, Business, and Sport and Recreation.

Aboriginal recruitment programs

Targeted Aboriginal teacher recruitment strategies provide financial support and employment pathways into teaching for eligible Aboriginal people.

A total of 36 Aboriginal people were supported through the following DECD teacher recruitment strategies in the 2014-15 financial year:

- Amy Levai Aboriginal Teaching Scholarships target Aboriginal pre-service Aboriginal teacher education students – 13 students are receiving stand-alone scholarships
- Aboriginal Pathways into Teaching Pilot program supports 6 DECD Aboriginal employees to study teaching by combining work and study. Support includes a teaching scholarship, release from work with pay to undertake study, backfill funding for the workplace and additional professional support from the University of South Australia.
- Tailored Support Packages are modelled on the pilot pathways program and currently support 15 DECD Aboriginal non-teaching employees.
- Conversion to permanency is considered for qualified Aboriginal teachers registered for temporary employment with DECD – 2 teachers gained permanency via this process in the 2014-15 financial year.

For details on Aboriginal staff at DECD see page 66 (Chapter 5).

The department's workforce at a glance

As at the last pay day in June 2015, the department had 29,793 employees, or 23,550.3 full-time equivalents (FTEs). The profile consists of employees employed under the following Acts and Awards:

- Education Act – excluding ancillary staff (57.9%)
- School Services Officers (Government Schools) Award (21.8%)
- Aboriginal Education Workers Award (1.0%)
- Children's Services Act (6.6%)
- Public Sector Act (10.7%)

South Australian Government Services Award, South Australian Government Transport Workers Award and South Australian Government Health etc Ancillary Award (2.0%)

The profile includes hourly paid instructors, temporary relieving teachers, employees on extended paid leave or work cover, but excludes employees on leave without pay.

The average age of the workforce as at June 2015 has not changed from 2014 (46 years). Some 54% of the workforce were aged 45 years and over compared with 55.7% in 2014.

Of the total workforce, 15,370 or 51.6% worked full-time and 14,423 or 48.4% were part-time employees. The percentage of full-time/part-time employees has not changed significantly from 2014 (52.6% and 47.4% respectively).

Female employees made up 76.8% of employees, while 23.2% were male. Compared with 2014, the percentage of female/male employees shows little change (76% and 24% respectively).

The following is a profile of employees who were actively employed or on paid leave, arranged by the Act or Award they were employed under as at the last pay day in June 2015.

<i>Act or Award</i>	<i>Male</i>	<i>% Male</i>	<i>Female</i>	<i>% Female</i>	<i>Part - time</i>	<i>% Part - time</i>	<i>Full-time</i>	<i>% Full-time</i>	<i>Av. age</i>	<i>Total staff</i>	<i>% of total workforce</i>
Children's Services Act	35	1.8%	1929	98.2%	1512	77.0%	452	23.0%	45	1964	6.6%
Education Act (excludes ancillary staff)	4693	27.2%	12555	72.8%	6359	36.9%	10889	63.1%	45	17248	57.9%
School Services Officers (Government Schools) Award	800	12.3%	5685	87.7%	5189	80.0%	1296	20.0%	47	6485	21.8%
Aboriginal Education Workers Award	68	22.7%	232	77.3%	199	66.3%	101	33.7%	41	300	1.0%
Public Sector Act	804	25.3%	2374	74.7%	690	21.7%	2488	78.3%	43	3178	10.7%
South Australian Government Services Award, South Australian Government Transport Workers Award and South Australian Government Health Etc. Ancillary Employees Award	519	84.0%	99	16.0%	474	76.7%	144	23.3%	56	618	2.0%
TOTAL	6919	23.2%	22874	76.8%	14423	48.4%	15370	51.6%	46	29793	100.0%

The department's workforce has increased from 2014 by 685 employees, or 399.9 FTEs, with the Education Act (including School Services Officers and Aboriginal Education Workers) accounting for the majority of the increase.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2015

Note: 'Full-time' is considered those greater or equal to 0.98 full-time equivalent (FTE)

*Sick leave, family carers' leave and miscellaneous special leave with pay
(financial years)*

Leave type	Financial year			
	2011-2012	2012-2013	2013-2014	2014-2015
Average number of sick leave days taken per full time equivalent employee	6.1	5.9	5.7	6.0
Average number of family carer leave days taken per full time equivalent	0.4	0.5	0.5	0.5
Average number of miscellaneous special leave with pay days taken per full time equivalent	5	5.0	4.9	5.2

Notes: The 'sick leave days' category does not include sick leave taken as part of family carer's leave. Family carer's leave taken as sick leave is reported in the family carers leave category. Miscellaneous special leave with pay excludes leave for sickness, industrial disputes, workers compensation, maternity leave, adoption leave and family carers leave. Excludes all employees whose status in current position is 'Casual'. Includes employees who were active or on paid or unpaid leave, or separated.

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2015

Employees – age profile as at the last pay day in June 2015

Age bracket	Number of employees (persons)			% of DECD employees*	% of South Australian Workforce**
	Male	Female	Total		
15-19	17	66	83	0.3	5.5
20-24	330	1019	1349	4.5	9.7
25-29	738	2072	2810	9.4	11.2
30-34	679	2132	2811	9.5	10.7
35-39	643	2268	2911	9.8	9.6
40-44	685	2925	3610	12.1	11.4
45-49	681	2908	3589	12.0	11.1
50-54	706	2964	3670	12.3	11.4
55-59	1033	3385	4418	14.9	9.1
60-64	982	2365	3347	11.2	6.7
65+	425	770	1195	4.0	3.6
TOTAL	6919	22874	29793	100.0	100.0

Notes: *Australian Bureau of Statistics Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LM8) by sex, age, state, marital status - employed - total from FEB78 Supertable, South Australia at November 2013. Excludes employees on leave without pay.

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2015

Total number of employees with disabilities as at last pay day in June 2015

Male**	Female**	Total**	% of Agency
133	296	429	1.4%

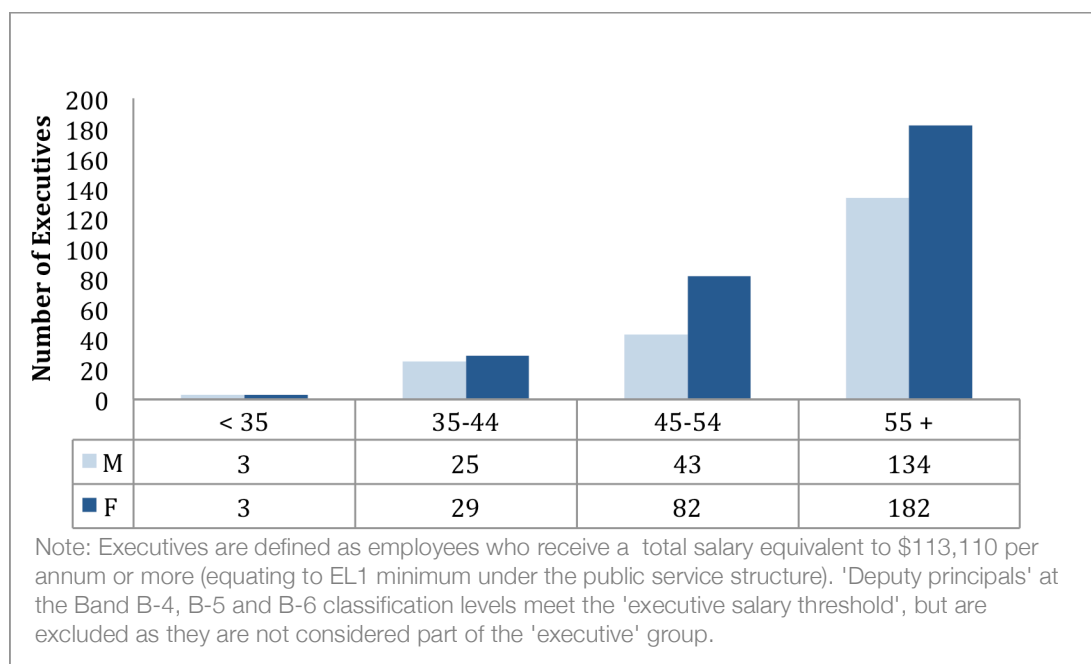
Note: **According to Section 4 of the *Commonwealth Disability Act 1992*. Number of employees who have reported this information.

Types of disability (where specified) as at last pay day in June 2015

Disability	Male	Female	Total	% of Agency
Disability requiring workplace adaptation**	117	256	373	1.3
Physical**	66	136	202	0.7
Intellectual**	1	2	3	0.0
Sensory**	10	15	25	0.1
Psychological/ Psychiatric**	53	114	167	0.6

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2015

Note: **According to Section 4 of the *Commonwealth Disability Act 1992*. A person may have multiple disabilities and are counted more than once in the above table.

All executives by age and gender as at the last pay day in June 2015

All executives by status in current position, gender and classification as at the last pay day in June 2015											
Classification	Ongoing		Contract-tenured		Contract- untenured		Total				
	Male	Female	Male	Female	Male	Female	Male	% of total execs	Female	% of total execs	Total
Public Sector Act											
Executive Level F	0	0	0	0	1	0	1	0.2%	0	0.0%	1
Executive Level A	0	0	0	0	0	1	0	0.0%	1	0.2%	1
SA Executive Service Level 1	0	0	0	0	14	13	14	2.8%	13	2.6%	27
SA Executive Service Level 2	0	0	0	0	3	6	3	0.6%	6	1.2%	9
Sub-Total	0	0	0	0	18	20	18	3.6%	20	4.0%	38
Education Act											
Principal Band A-9	0	0	6	16	1	0	7	1.4%	16	3.2%	23
Principal Band A-8	0	0	7	9	1	0	8	1.6%	9	1.8%	17
Principal Band A-7	0	0	17	10	0	1	17	3.4%	11	2.2%	28
Principal Band A-6	0	0	25	26	2	0	27	5.4%	26	5.2%	53
Principal Band A-5	0	0	35	51	4	1	39	7.8%	52	10.4%	91
Principal Band A-4	0	0	38	66	4	4	42	8.4%	70	14.0%	112
Education Act negotiated conditions	0	0	42	79	5	13	47	9.4%	92	18.4%	139
Sub-Total	0	0	170	257	17	19	187	37.3%	276	55.1%	463
TOTAL	0	0	170	257	35	39	205	40.9%	296	59.1%	501

Profile includes employees who were actively employed or on paid leave

Notes: Executives are defined as employees who receive a total salary equivalent to \$113,110 per annum or more (equating to EL1 minimum under the public service structure). 'Deputy principals' at Leader Band B-5 and above classification level meet the 'executive salary threshold', but are excluded as they are not considered part of the 'Executive' group

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2015

Work health safety and injury management

DECD's Strategic Plan 2014-2017 and Building A High Performing System each outline the department's continued commitment to supporting and promoting healthy and safe workplaces. Strategic priorities included the provision of efficient and effective systems, policies and practices to support all worksites to meet safety standards, provision of quality health, safety and injury management services and the evaluation and continuous improvement of health and safety policies, practices, services and return to work programs.

Key initiatives in 2015 included:

- training of all officers on their due diligence obligations
- a documented work health safety (WHS) risk profile to systematically assess the department's health and safety risks
- development and rollout of a WHS implementation toolkit for site leaders to provide knowledge and skills in implementation of the DECD Work Health Safety & Injury Management System, and to help develop a strong health and safety culture
- the WHS Partnership program, which assisted sites to improve compliance with legislated WHS tasks. It promoted a collaborative approach amongst the partnerships and resulted in 98% compliance across educational sites

- internal WHS audits and inspections of 190 sites, in particular focusing on plant and machinery
- tailored return to work and early intervention programs for work-injured employees, in accordance with the provisions of the new *Return To Work Act 2014*.

Safety and workers compensation performance

There were 950 new claims for the 2014-15 financial year, compared with 930 for the previous year, an increase of 2.1%. This compares with a FTE increase of 1.7%.

Total claims costs increased from \$24.6m in 2013-14 to \$30.8m in 2014-15, an increase of 20%. The largest increases were due to medical and hospital costs as well as lump sum payments (sections 42 and 43).

The outstanding claims liability for DECD as at 30 June 2015 was \$100.31 million, a decrease of 13.6% (\$15.76 million) from the corresponding estimate at 30 June 2014 of \$116.01 million.

The major reasons for the decrease in liability included:

- lower than expected income maintenance payments due to lower numbers of active claims, particularly for the more recent accident years
- lower than expected section 43 lump sums due to lower average settlement sizes in the last year
- changes due to the new Return To Work Act which now caps income maintenance payments at 2 years.

Work health and safety prosecutions, notices and corrective action taken

Number of notifiable incidents pursuant to WHS Act Part 3	94
Number of notices served pursuant to WHS Act Section 90, Section 191 and Section 195 (Provisional improvement, improvement and prohibition notices)	12
Number of prosecutions pursuant to WHS Act Part 2 Division 5	0
Number of enforceable undertakings pursuant to WHS Act Part 11	0

Agency gross workers compensation expenditure³ for 2014-15 compared with 2013-14⁴

Expenditure	2014-15 (\$)	2013-14 (\$)	Variation (\$) + (-)	% Change + (-)
Hospital	\$1,063,482.26	\$649,774.60	\$413,707.66	39%
Income maintenance	\$14,739,701.67	\$13,947,068.79	\$792,632.88	5%
Investigations	\$82,294.21	\$143,556.06	-\$61,261.85	-74%
Legal expenses	\$705,170.69	\$430,767.94	\$274,402.75	39%
Lump sum	\$7,443,360.07	\$5,408,461.89	\$2,034,898.18	27%
Other	\$922,718.77	\$953,532.41	-\$30,813.64	-3%
Registered medical	\$5,295,004.40	\$3,730,192.37	\$1,564,812.03	30%
Rehabilitation	\$324,268.30	\$339,238.95	-\$14,970.65	-5%
Travel	\$243,529.96	\$198,866.32	\$44,663.64	18%
Total claim spendings	\$30,816,030.79	\$24,673,735.85	\$6,142,294.94	20%

3 before third party recovery

4 information available from the Self Insurance Management System (SIMS)

Urban design charter

As part of Building a High Performing System, the new asset master plan incorporated the principles of the Urban Design Charter.

In addition, following a major review of the 'DECD facilities design standards and guidelines' in 2014, the principles of the

charter were embedded in to the new design standards, to ensure future projects enhance the urban environment and reinforce the use of schools as community hubs.

Public complaints

In 2015, the Education Complaint unit received 2953 contacts. Of these, 64% were identified as complaints. The remaining 36% were either feedback or enquiries from persons seeking information to determine whether to pursue a complaint.

In 2015, 92% of the contacts were finalised within 2 weeks of being received, 85% were completed within 1 week and 52% were completed on the same day.

Complaints received by the Education Complaint unit in 2015

Issue	Number of contacts
Bullying / harassment	433
Enrolment / school zoning	343
Behaviour management	285
Communication	157
School policy	141
DECD policy	135
Special education	131
Attendance	125
Staff performance	113
Teaching/curriculum	96
Family law	94
Safety /accident	91
Unfair treatment	60
Child protection	55
School facilities	53
Class placement	48
Duty of care	46
Transport	23
Cyber safety	16

The Customer Services Unit in Families SA has a similar function in assisting children, parents and carers to resolve concerns or complaints. It seeks to provide customers with the best service possible, including high quality intervention, fair and transparent processes, collaborative decision making and accountability. Customer opinions are welcomed and listened to and are an important method of feedback about performance.

Customer complaints help to shape service delivery standards and assist Families SA to assess its performance as part of its continuous quality improvement agenda.

Families SA strongly supports the rights of clients to actively participate in services in accordance with Health and Community Services Complaints Act s22 principles and HCSCC Charter of Rights. This includes the right to raise concern about the way their services are provided (including NGO services funded by Families SA) and to be involved in the feedback management process.

Children and young people in care may also seek assistance through advocacy bodies such as the Office of the Guardian for Children and Young People or the CREATE Foundation.

Children, parents and carers are entitled to expect that their concern or complaint will be responded to in a courteous, respectful and timely manner.

Complaints received by Families SA in 2015

Complaints by month	
January	8
February	7
March	21
April	28
May	20
Jun	28
July	17
August	19
September	21
October	23
November	12
December	14

Sustainability reporting

DECD is committed to the aims of target 61 of South Australia's Strategic Plan: Energy efficiency – government buildings: 'improve the energy efficiency of government buildings by 30% by 2020'. The department analyses energy efficiency data on an annual basis to be incorporated in the South Australian Government Annual Energy Efficiency Report.

The department works with government schools and preschools to reduce consumption and improve water efficiency. School water consumption trends are regularly assessed to identify and assist schools and preschools with high water consumption.

Energy

In July 2015, DECD completed a review of the design standards and incorporated new standards for energy efficiency including updated electricity demand management requirements and mandating LED lighting for capital works projects and major refurbishments.

The department also maintained a range of online resources and factsheets including Conducting A School Energy Audit, Electricity Use Of Office Equipment, Cooling Strategies, Lighting Strategies, School Canteens and Solar Power and Solar Feed-In Tariffs.

Along with these resources, DECD provides support and advice regarding energy efficiency through site energy assessments and reports, and regularly assesses electricity tariffs to ensure schools are on the most appropriate tariff.

Water

During 2015 the department trialed a leak analysis program in collaboration with SA Water and co-ran a water efficiency workshop based on the learnings of the program. The trial and workshops identified a range of measures to improve water efficiency at schools.

Recycled water – Harvested stormwater

In 2015, DECD continued to invest in recycled water schemes that harvest and reuse stormwater runoff to provide a sustainable water source for irrigation to work towards Target 75 of South Australia's Strategic Plan: Sustainable water use.

By December 2015, 27 schools were connected to schemes operated by the City of Salisbury, City of Playford and the City of Tea Tree Gully. A further 13 schools are in the process of being connected to schemes operated by the City of Onkaparinga. In addition, DECD has committed to connecting a further 5 schools in the City of Salisbury and 2 schools in the City of Charles Sturt in 2016, with further schools under investigation. Negotiations are also continuing to connect schools to the Waterproofing Eastern Adelaide scheme operated by the Eastern Regional Alliance of Councils.

Fraud reporting 2015

DECD is committed to maintaining a working environment free of fraud and corrupt behaviour and prompts this position through a fraud and corruption control policy and framework. These documents articulate our prevention, detection and response strategies and provide the processes for managing suspected and/or actual fraud or corruption. Any instances of misconduct are treated seriously by DECD, and where these occur, immediate action is taken to ensure that they are thoroughly investigated, and that those responsible are held to account.

Specific policies, procedures and frameworks are in operation, including the fraud and corruption control policy and framework, whistle-blowers policy and procedures, site financial framework, procurement governance policy and ICT security policies and standards.

The release and implementation of the revised fraud, corruption, misconduct and maladministration control policy and framework documents was supported by a series of awareness-raising sessions across the department.

All employees are made aware of the DECD procurement governance policy and new initiatives in the field of procurement through regular communication via the DECD Updates and LinkEd.

Purchase card and financial policy training and awareness sessions are provided to staff as required, reinforcing policy requirements.

DECD developed a webinar video for staff to provide an overview of the role of the Independent Commissioner Against Corruption (ICAC) in South Australia.

Ethical practice clauses have been included in departmental system-generated purchase orders to reaffirm the requirement that suppliers adhere to ethical practices in their dealings with government.

Employment screening is required for new employees and volunteers and is required every 3 years for all existing employees or volunteers.

Screening checks are undertaken for all external suppliers and contractors through the tendering process to meet probity and transparency requirements.

Employees are required to disclose conflicts of interest in writing to ensure full disclosure and consideration of actual, perceived or potential conflicts of interest.

Regular financial management reporting processes allow delegates to identify anomalies in transactions that may indicate fraudulent activities.

All DECD sites are subject to a site financial audit annually.

Internal control questionnaires (ICQs) are utilised by DECD worksites to conduct self-assessment judgements annually on the level of compliance with internal controls.

All internal audit activities and risk management matters are regularly reported to the DECD Audit and Risk Committee.

Whistleblowers Protection Act 1993

In 2015, there were no disclosures made under the *Whistleblowers Protection Act*.

<i>Nature of fraud inquiry (eg theft, potential misappropriation and/or misuse of funds, potential fraudulent contracting/purchasing, falsification of attendance data to claim fees)</i>	<i>Number of instances</i>	<i>Current status of instances</i>
Theft	2	Currently under review
Potential misappropriation of funds	2	Under investigation/review
Potential inappropriate financial processes	6	Under investigation

Audit and risk

The Audit and Risk Committee (ARC) provides independent assurance and advice to the chief executive and the Senior Executive Group on the department's risk, control and compliance framework, and its external accountability responsibilities.

The ARC comprises 4 members of senior management and 2 independent external members and is chaired by the deputy chief executive, Corporate Services (member). Representatives of the Auditor-General's Department attend as observers. The committee met on 6 occasions during 2015.

The committee's role is to review processes, timelines and business procedures and provide advice on audit, risk management and business assurance activities across the department.

During 2015, the ARC has focused on the following matters:

- corporate governance and risk management frameworks
- external accountabilities and financial legislative compliance
- internal audit coverage and review of significant issues identified in audit reports and actions taken
- external audit – oversight of implementation and actions taken to address issues raised in Auditor General's audit reports.

Materials and service charges

The materials and services charge set by each governing/school council is intended to cover the costs of those essential materials and services used or consumed by individual students during the course of their study and reflects the actual cost of the materials and services provided.

For 2015, the standard sum that schools were able to recover was \$226 for primary students and \$299 for secondary students. Governing/school councils may also poll their school communities to seek majority support to legally recover an amount greater than the standard sum.

In 2015, the total materials and services charges invoiced by schools is estimated to be around \$58.7 million, and includes an estimated \$11.8 million of 'school card' assistance for low-income families.

Contractual arrangements

DECD publishes contracts details in accordance with the government's 'contract disclosure policy'. The information is available through the [SA Tenders and Contracts website](#).

Capital works – site improvements

The Capital Works program delivers new and refurbished facilities for teaching, community residential care and learning and care to support 21st Century teaching and learning for students from birth to year 12 across the state.

The improvements to facilities at schools and preschools have been achieved under several sub programs including the Children's Centres for Early Childhood Development, Preschool Relocation program, Preschool Outdoor Learning Area program, DECD Capital Works, National Quality Agenda and Trade Skills Centres.

As at 31 December 2015, the department had more than 30 active projects with a total combined project cost of \$269.189m of which \$56.169m is cash-flowed to be spent in 2015-16.

Stage 2 of the redevelopment project at Adelaide High School was completed in April, resulting in all 4 high school expansions under the \$76.7m Expanding Our State High Schools program now being completed.

Concept planning has commenced on the new \$85m Adelaide CBD high school, which will be located in the Reid Building on Frome Road. The new facility will provide secondary education for 1000 students with the school aiming to have a number of specialist programs in the health and sciences. The new school will be operational as from the beginning of 2019.

A master planning exercise is being undertaken for the proposed new birth to year 12 school to be located in the precinct of the University of South Australia's Magill Campus, which will model best practice teaching, theory and research. The proposed new school could bring together school, early childhood services and special education, including a centre for teaching excellence.

The first round of preschool outdoor learning areas were completed at Campbelltown Preschool, Madge Sexton Kindergarten, Melaleuca Park Kindergarten, Sturt Street Children's Centre and Wandana Child Parent Centre. The second round of 5, which includes Adelaide Miethke Kindergarten, Brentwood Drive Kindergarten, Flinders Children's Centre, Hackney Kindergarten and Solomontown Kindergarten are in the concept design stage and anticipated to be completed in June 2016.

Investment in early childhood facilities

Further investment has been provided to expand the network of children's centres from 42 to 47. New centres will be located at Pennington, Renown Park, Roxby Downs, Seaton Park and Mount Barker, while services at Keithcot Farm will be upgraded.

In addition, preschool projects are in delivery at Coober Pedy, Freeling, Hampstead and Para Hills to address the requirements under National Quality Framework. Works were completed at Mawson Lakes, Hendon and Quorn.

A further \$9.5m has also been provided for general improvements at a number of early years facilities to ensure they meet National Quality Standards.

Construction works continue as part of the \$21.8m Preschool Relocation program at Maitland, Port Lincoln, Elizabeth South and Morphett Vale.

Investment in schools

During 2015, Capital Works projects were completed at Charles Campbell College, Cleve Area School, Eastern Fleurieu R-12 School, Nicolson Avenue Primary School, Salisbury East High School and Windsor Gardens Vocational College.

During 2015, work continued on the delivery of Capital Works projects at Evanston Gardens Primary School, Seaview High School Advanced Manufacturing Skills Centre and Yalata Anangu School.

Announced in the 2015-16 State Budget were 12 projects worth a total estimated cost of \$50m. The program provides new investment at Christie Downs Primary School, Christies Beach High School, Playford International College (formerly Fremont-Elizabeth City High School), Le Fevre High School and Swallowcliffe Primary School.

Trade training centres and trade skills centres

In 2015, Capital Works also continued on the delivery of 6 Australian Government-approved trade training centres and trade skills centres involving 12 schools with secondary enrolments to upgrade specialist teaching areas.

Disability action and inclusion plans reporting

The DECD Disability Access and Inclusion Plan (DAIP) strategy demonstrates our commitment to improving the participation of people with disability across a range of areas so that they can enjoy the rights and opportunities provided to all citizens to reach their full potential.

In March 2012, the SA Government endorsed the introduction of DAIPs across government in accordance with recommendation 6 of the report Strong Voices: A Blueprint to Enhance Life and Claim the Rights of People with Disability in South Australia 2012-2020. The introduction of DAIPs replaces the previous access strategy, Promoting Independence: Disability Action Plans for South Australia. Although the DAIP strategy has a specific focus on upholding the rights of people with disability, it fits into the broader social inclusion framework of the SA government.

During 2015, a draft DECD DAIP was developed and is being finalised.

SA Gov schools opened and closed 2 August 2014 to 1 August 2015

Closed

Houghton Primary School
Mount Torrens Primary School
Pennington Junior Primary School (closed to form Pennington R-7 School)

Opened

Nil

Consultancies reporting 2014-15

Consultants	Purpose of consultancy	Number	Total \$
Value below \$10,000			
Ms Janice Atken	To provide consultative services for the development of the Australian Curriculum: Health and Physical Education Leading Learning suite of resources		
Mr Mike Ahern	To provide expert legal advice to support the independent review of local school and preschool governance		
Subtotal		2	12,457
Value \$10,000 and above			
Flinders University	To lead an independent review into the <i>Adoption Act 1988</i> and the <i>Adoption Regulations 2004</i>		
BizIncubation Pty Ltd	To lead an independent review of local school and preschool governance		
KPMG	To redesign the service delivery model within the department's Building a High Performance System business improvement plan		
Subtotal		3	379,949
Total		5	392,406
Source: Department for Education and Child Development 2014-15 financial statements			

Reporting against Carers Recognition Act (as per government requirements)

DECD is required to report on action taken to reflect the requirements of the *Carers Recognition Act 2005* (the Act). The information below is provided in accordance to the reporting requirements of the Act.

Awareness: There is a system to ensure all management, staff and volunteers have an understanding of the Carers Charter.

DECD has developed and continues to provide relevant information about the Act and the Carers' Charter to all of its employees and school communities.

DECD policies are in place to ensure information and communication is provided to all carers, including carers who are consumers as well as employees.

DECD continues to ensure that staff are aware of relevant services provided by government and non-government agencies.

DECD continues to provide opportunities for Office for Carers personnel and local carer groups to attend local and statewide forums raising awareness about the Act and carer resources within South Australia.

The Act is embedded into all Families SA service agreements with contracted non-government agencies.

Consultation: There is a system to ensure consultation with carers, or persons or bodies that represent carers, in the development and review of human resource plans, policies and procedures.

The DECD Strategic Plan 2012-2016 represents the department's plan for education and childhood development services. Policies embedded in the key focus areas strengthen the purpose and priorities of the strategic directions, and assist in dealing with emerging national educational and childhood development issues including young carers.

DECD has an ongoing commitment to the development of policies and initiatives to support the needs of young carers. Working with, and involving young carers and carer networks in decision-making, to achieve relevant outcomes is an important part of this process. These policies assist carers to make education-related choices during the continuum of their caring role and school staff to provide safe, supportive learning environments that ensure the safety and wellbeing of all students including young carers. The DECD Child Development and Wellbeing unit has a role to monitor and be actively involved in young carer initiatives and policy development.

DECD staff are committed to continuous reflection on practices and refining of processes which support all students, including young carers. The provision of a school environment where it is safe and supportive for young carers to identify themselves or be identified to enable improved service provision to maintain/improve engagement in school programs is a priority.

Student counsellor networks are encouraged to monitor and promote carer issues. Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the local support services teams.

Practice: There is a system to ensure the principles of the Carers' Charter are reflected in human resource practice.

The needs of employees who are carers is acknowledged and supported by the number of flexible working arrangements available for DECD employees in order to assist employees to balance their work and carer role. Voluntary flexible working arrangements include purchased leave, compressed weeks, flexi time, part time (incorporating job share), working from home and special leave.

In addition, DECD's Employee Assistance program makes counselling support available to all DECD employees who seek it for a range of areas including relationships, stress management and work difficulties. A consultancy service is also available to supervisors, managers and other staff on issues that impact on the wellbeing of staff.

Referral of students through interagency collaboration and by schools to the Families SA Financial Counselling and Support program addresses the needs of Families SA clients involved with care and protection system and those experiencing issues relating to financial hardship, financial stress or poverty. It takes into account social determinants of poverty, which are considered in the assessment of needs. These determinants contribute to people living in consistent poverty and place people at increased risk of disadvantage and longer-term harm.

The Financial Counselling and Support program seeks to work collaboratively towards common goals of enhancing the social capacity of communities by working with government departments.

DECD encourages collaborative practices, including developing stronger links with other services, to involve and support carers in the community.

DECD has provided representation on a number of committees representing carers to ensure clear feedback is received from the community of carers and fed back to relevant units within DECD.



**Government
of South Australia**

Department for Education
and Child Development