

Department for Education and Child Development

# Annual Report



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**Government of South Australia**

Department for Education and  
Child Development

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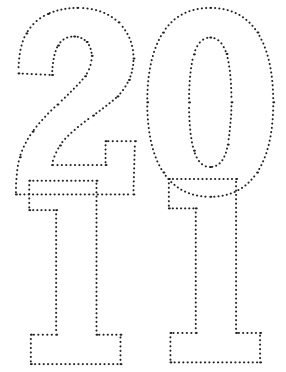
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# About this report

Welcome to the 2011 calendar year annual report for the Department for Education and Child Development (DECD).

This annual report presents information about the department's activities and outcomes in three main chapters that cover the spectrum of education and children's services in South Australia:

- Chapter One covers the early years
- Chapter Two covers the primary school years
- Chapter Three covers the secondary school years.

The new Department for Education and Child Development was created in October 2011 to provide a range of integrated services for the benefit of families, children and young people.

The full integration of services under the new portfolio did not take place until January 2012. Hence, this 2011 annual report only includes content related to early childhood care and public education in South Australia.

## STRATEGIC DIRECTIONS FOR PUBLIC EDUCATION AND CARE 2012-2016

This annual report is structured around the department's strategic directions, outlined below. For full details, see [www.decd.sa.gov.au](http://www.decd.sa.gov.au) > About DECD

1. Every child achieves their potential
2. Excellence in education and care
3. Connect with communities
4. A successful and sustainable organisation

In addition, there is a significant chapter about the department, which details our connection to the *Strategic directions for public education and care 2012-2016*, our corporate governance framework, our place in the national education agenda, and our achievements against *South Australia's Strategic Plan 2004-2014*, including programs that cover all three stages of education outlined in chapters one to three. There is also a plain language financial summary.

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 also covers 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 year 2010-11, accessed at [www.decd.sa.gov.au](http://www.decd.sa.gov.au) > About DECD.

## COMMUNICATION OBJECTIVE

We aim to provide open and transparent communication to stakeholders about the department's performance and achievements.

Our stakeholders are:

- more than 180 000 young people in South Australia
- parents and guardians in South Australia
- some 25 000 departmental staff including teachers, other school staff, child care workers and staff in regional offices and Central Office
- unions and representative organisations of staff
- the general public.

The department is accountable through the Minister for Education and Child Development, the Hon Grace Portolesi MP to the South Australian Parliament.

This annual report provides information about the function of DECD – who we are and what we achieved during the 2011 school year.

# Letter of transmittal

The report outlines the achievements and performance of the Department for Education and Child Development (DECD) for the calendar year ended 31 December 2011.

The Hon Grace Portolesi MP  
The Minister for Education and Child Development

Dear Minister

In accordance with the *Public Sector Act 1995*, the *Public Finance and Audit Act 1987*, the *Education Act 1972*, and the Department of the Premier and Cabinet's PC013 – *Annual reporting requirements*, I am pleased to present to you the Department for Education and Child Development Annual Report 2011 for presentation to Parliament.

The report outlines the achievements and performance of the department for the calendar year ended 31 December 2011. The report also presents information on the department's finances and human resources relating to the 2010-11 financial year.

During 2011, considerable progress was made in early childhood services, particularly in regard to our national partnership commitments and the opening of more children's centres for early childhood development and parenting. We have also continued to focus on programs that are making a difference in preparing young people for the future,

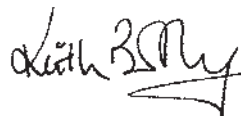
such as our *Primary mathematics and science* strategy, *Innovative community action networks*, and learning opportunities which partner with community, trades and industry.

DECD continues to make significant contributions to South Australia's Strategic Plan.

Once again, I would like to also acknowledge the significant work that has occurred in preschools, early childhood services and schools this year.

I wish to take this opportunity to thank the staff for their contributions towards improving opportunities for young people.

Yours sincerely



Keith Bartley  
Chief Executive  
Department for Education and Child Development  
31 March 2012

# Executive summary

For further summaries of departmental achievements, see the chapter summaries on pages 51, 71 and 78.

## **SOUTH AUSTRALIAN LITERACY/NUMERACY PERFORMANCE**

In national testing (NAPLAN) South Australian students continued to perform consistently with results achieved in previous years, and relative to students in other states and territories. In 2011 our results are reported to align with SASP targets, which focus on fewer children doing poorly and more children doing better.

## **NEW SA SCHOOLS OPEN**

In 2011, all six new schools announced as part of the *Education works* initiative were open to students and staff.

## **PREMIER'S READING CHALLENGE**

In 2011 there was a 3% increase from 2010 in the number of students taking the Challenge – 81 363 public education students took part.

## **PREMIER'S BE ACTIVE CHALLENGE**

There was a 13% increase in the number of students who took part in the 'be active' Challenge from 2010, with 82% of public education students taking part.

## **MAXIMISING PATHWAYS FOR YOUNG SOUTH AUSTRALIANS**

Various programs aimed at engaging young people in secondary education and providing flexible opportunities to partner with community, trades and industry continue to thrive. For example, since 2005 more than 10 000 students have been supported through ICANS, with a consistently high success rate of greater than 70% re-engagement in learning or earning.

## **CHILDREN'S CENTRES**

There were 23 children's centres for early childhood development operational by end-December 2011.

## **TEACHING FOR EFFECTIVE LEARNING**

28 000 copies of the *Teaching for effective learning* framework resource have now been distributed to South Australian teachers and leaders.

## **OUT OF SCHOOL HOURS CARE**

By mid-2011, there were 36 675 out of school hours care places available in South Australia.

## **ABORIGINAL CULTURAL EDUCATION CURRICULUM**

The draft Aboriginal cultural curriculum was completed in 2011, following extensive consultation with Aboriginal communities and educators.

## **STUDENT ATTENDANCE AND BEHAVIOUR**

A number of initiatives to support student attendance were implemented in 2011. Three metropolitan and one country 'better behaviour centres' for students from years 3-7 were established to provide an early intervention approach.

## **NATIONAL OBJECTIVES SUPPORTED**

South Australia made significant progress in implementing 12 national partnership agreements for early childhood and schooling.

# About the Department for Education and Child Development



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## ABOUT THE DEPARTMENT

The new Department for Education and Child Development was created in October 2011 to provide a range of integrated services for the benefit of families, children and young people.

The full integration of services under the new portfolio did not take place until January 2012. Hence, this 2011 annual report only includes content related to early childhood care and public education in South Australia.

## CHILDREN AND YOUNG PEOPLE ARE AT THE CENTRE OF EVERYTHING WE DO.

The Department for Education and Child Development (DECD) aims to support every family so that, right from the start of a child's life, all young South Australians have the opportunity to become happy, healthy and safe members of our community.

Our core purpose is to provide early childhood development and wellbeing, and public education services, including some services previously delivered by Families SA and SA Health via the women's and children's health network.

We have a special focus on ensuring our most vulnerable children and young people at risk of disadvantage are supported to stay engaged as learners. We believe that it's better to support families when problems first arise rather than try to pick up the pieces later when children start school.

By working together more closely with families, we know we can provide better support to families so that every child can grow, learn and develop and lead rich, fulfilling and productive lives.

Our key functions are to:

- oversee early childhood care and services for South Australian families

DECD works with all families early in their journey to support parents and ensure the individual needs of each child are met. We partner with the Australian Government as well as the community sector and local government to integrate all services, with a relentless focus on providing high quality teaching and learning.

- provide services that benefit children and families  
DECD oversees the provision of local family day care, preschool education, children's centres, out of school hours care programs, plus health and wellbeing services for families.
- lead and manage South Australia's education system  
DECD manages South Australia's public education system, with the goal of delivering world-class primary and secondary education in all areas of the curriculum. At the local level, 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. Public education will be there for every child, all of the time.

## PUBLIC EDUCATION IN SOUTH AUSTRALIA

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 1 000 local school, preschool and care communities that are open to all. These communities provide quality care and education so that every young person has the opportunity to be a successful learner, a confident and creative individual, and an active and informed citizen.

It is our aspiration that all of our schools and preschools should respond quickly to make good provision for tomorrow's world for today's students.

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 Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP) is a national plan that commits all governments in Australia to a unified approach to *Closing the Gap* in education outcomes between Aboriginal and non-Aboriginal students. The plan identifies 55 national, systemic and local level actions in six priority domains – *Readiness for*



*school, Engagement and connections, Attendance, Literacy and numeracy, Leadership, quality teaching and workforce development, and Pathways to real post-school options.*

These priorities and actions will guide efforts over the five-year period until 2014. In addition to the actions nominated for each level, the plan details the desired outcomes, as well as targets and performance indicators for each of the domains.

The revised Aboriginal strategy for the department will be aligned with the domains in the national ATSIEAP, South Australia's Strategic Plan and *The strategic plan 2012-2016 for South Australian public education and care.*

## OUR PARTNERS

The success of public education depends on mutually beneficial partnerships with parents and families, community, tertiary providers, industry, government and non-government organisations.

We value 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.

## BEING TRANSPARENT AND OPEN TO CHANGE

In our strategic plan we have committed to developing a system of reporting, monitoring and accountability that provides a clear indication of progress towards our strategic commitments.

The system will identify objectives, measures and indicators that are integrated across early childhood settings, schools, regions and the State. These will focus on what is making a difference for children and young people. We will publish performance data and report on our achievements. We will research different approaches, consider available evidence, and promote the most effective practices.

We also take seriously our responsibility to invest public funds effectively and efficiently. Our funding decisions will be guided by the potential of our policies and programs to improve

learning outcomes for young people and promote child and community wellbeing. Current investments will be evaluated and we will reinvest where appropriate. Investments in education will be assessed against their contribution to the *Strategic plan 2012-2016 for South Australian public education and care.*

## GOVERNANCE

South Australia's public education is delivered by an interconnected system of individual sites that include schools, preschools, regional offices and the Central Office of the department.

We strive to maintain the highest ethical and moral standards in all of our dealings, both internally and externally. All 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.

## LEGISLATIVE RESPONSIBILITIES

The Minister for Education and Child Development, the Hon Grace Portolesi, holds responsibility for the following Acts and Regulations made under them:

The Minister is responsible for the following Acts of Parliament:

*Adoption Act 1988*

*Child Protection Review (Powers and Immunities) Act 2002*

*Children's Protection Act 1993*

*Children's Services Act 1985*

*Commission of Inquiry (Children in State Care and Children on APY Lands) Act 2004*

*Education Act 1972*

*Family and Community Services Act 1972*

*SACE Board of South Australia Act 1983*

*Teachers Registration and Standards Act 2004*

As stated previously, this 2011 annual report only covers reporting against the *Education Act 1972* and the *Children's Services Act 1985*.

The *Education Act 1972* provides for compulsory primary and secondary education in South Australia. Although in the past there has been a separate Children's Services Annual Report produced to cover financial-year reporting (available online at [www.decd.sa.gov.au](http://www.decd.sa.gov.au) > about DECD), this annual report also covers reporting against services for children under eight years of age.

From 2012 onwards, there will no longer be a separate report for children's services.

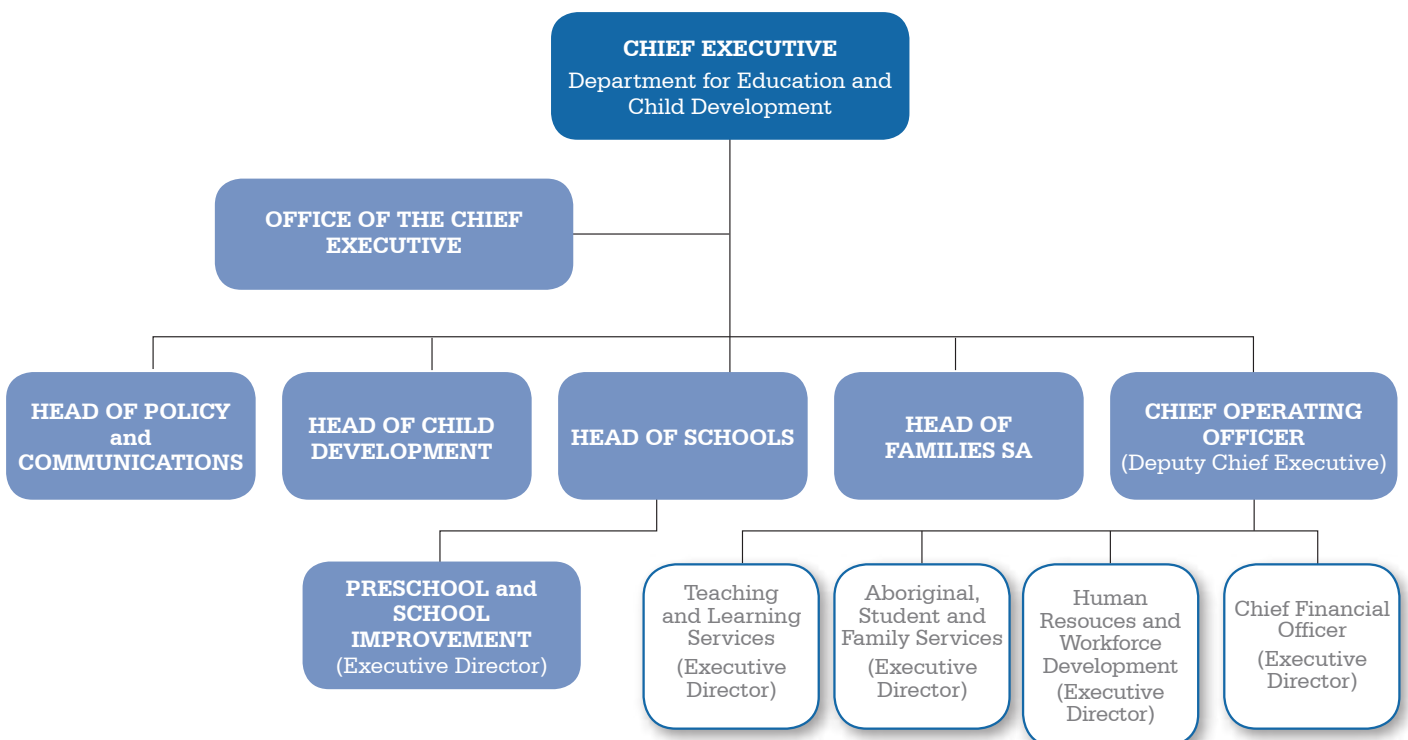
The *Children's Services Act 1985* underpins and regulates the provision of early childhood education and care services for children in South Australia. Children's Services Licensing and Standards provides technical advice, monitors compliance and investigates breaches to support the administration of this function. Under the Act, the Minister is responsible for administering, monitoring, coordinating, supporting and planning these services.

The *Education Act 1972* and the *Teachers Registration and Standards Act 2004* also relate to the provision of early childhood education and care services.

The State Government has been in the process of reforming the *Education Act 1972* and the *Children's Services Act 1985* for some years. This State legislative reform is occurring within the context of the *Education and Care Services National Law Act 2010*, which has been developed by all jurisdictions to underpin the new national early childhood quality agenda.

### RELEVANT EDUCATION STATUTORY AUTHORITIES

- Classification Review Panels
- Non-Government Schools Registration Board
- Schools Loans Advisory Committee
- SACE Board of South Australia
- Teachers Appeal Board of South Australia
- Teachers Registration Board of South Australia



## RELEVANT EDUCATION MINISTERIAL ADVISORY BODIES

- Advisory Committee on Non-Government Schools
- Ethnic Schools Board
- Ministerial Advisory Committee Students with Disabilities
- Multicultural Education Committee
- Planning Committee for Non-Government Schools

## LEADERSHIP IN THE DEPARTMENT

Until August 2011, the department had a Corporate Executive Team (CET) that met regularly to share information, discuss issues in a strategic manner and make appropriate management decisions. CET considered and provided advice in relation to national matters, strategic risk assessment, Aboriginal education and employment, strategic communications, and the development and review of major strategies and policies.

In August 2011 the chief executive announced a change in portfolio structure, with a new Executive Leadership Group (ELG). The ELG comprises the chief executive, deputy chief executive/chief operating officer, heads of Schools, Child Development, and Policy and Communications, the chief financial officer, the executive directors for Teaching and Learning Services, Human Resources and Workforce Development, Aboriginal, Student and Family Services, Preschool and School Improvement, Families SA and Children Youth and Women's Health Services and the project director, Integrated Services Improved Outcomes.

The members of ELG are focused on supporting student achievement, quality teaching and community relationships with a view to improving educational outcomes for all children and young people.

## LEADERSHIP IN SCHOOLS AND PRESCHOOLS

Our educational leaders include our principals and preschool directors, teachers, non-teaching staff, families and communities.

Providing high quality public education is our central purpose, and it is the role of our educational leaders to drive all activity in South Australian schools and preschools towards this goal.

The department is modernising and refocusing public education activities so that everything we do is about supporting student achievement, quality teaching and community relationships. Our leaders are integral to this work – it is their commitment and vision that allows us to translate this activity into positive change at the school, preschool and community level.

The role of the principal or preschool director requires a distinctive set of leadership skills including everyday management skills. Site leaders are also required to foster cultures of sharing and collaboration amongst their staff, to promote best practice and to develop leadership potential within their schools.

During 2012 and beyond, we will focus on attracting and retaining leaders in our schools and preschools. We have already begun to empower our leaders to make more decisions about teaching and resourcing at the local level.

## REGIONS

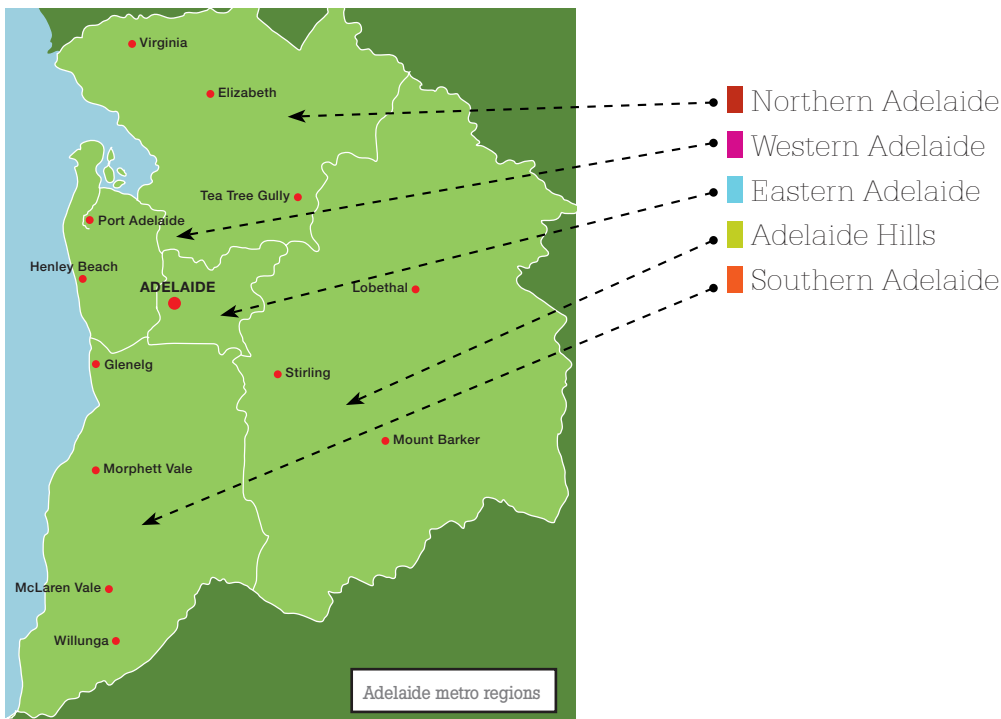
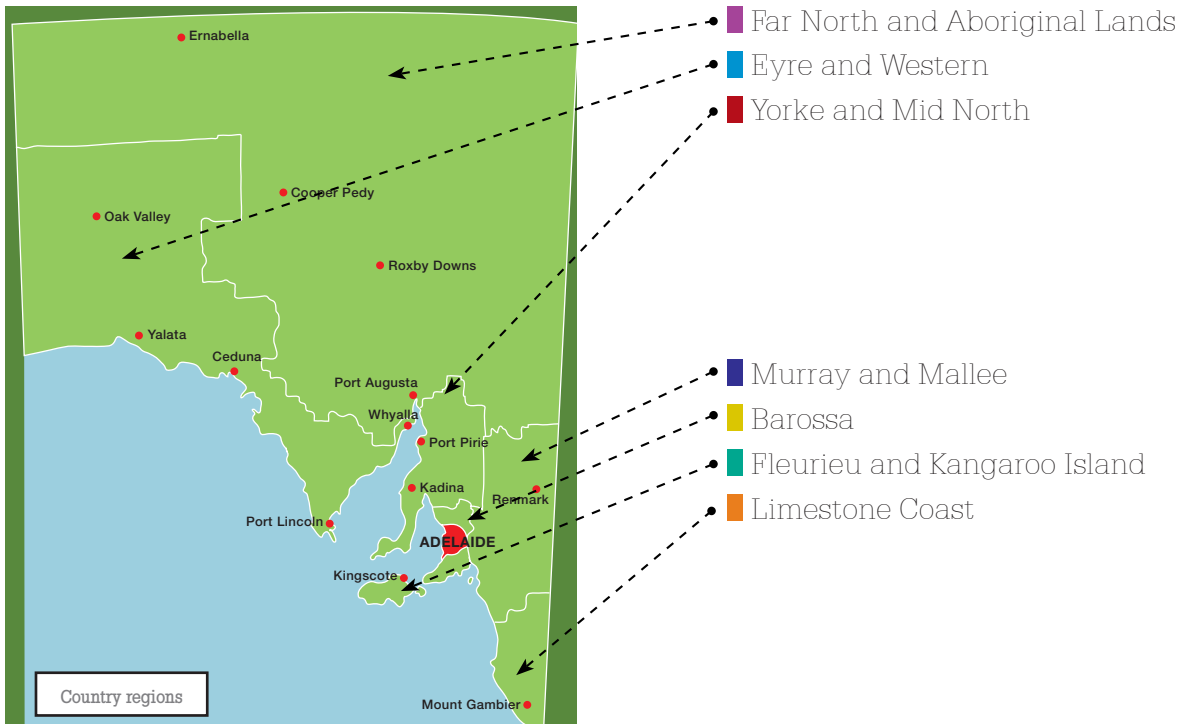
There are 12 regions recognised by all State Government departments to better coordinate government services. A list of schools, preschools and children's services within each region can be found at [www.decd.sa.gov.au/locs](http://www.decd.sa.gov.au/locs).

Regional offices are responsible for:

- providing supportive, enabling leadership to children's services and schools
- improving direct support to children's services, preschools and schools in the areas of curriculum, support and disability, inclusion and wellbeing, information technology and site improvement
- managing support services to children and students, their families and communities
- establishing local models of cross-agency, coordinated government services
- fostering decision making at a local level.

Each region has its own regional director and support team. To read the reports about 2011 from the regions, see page 19.

## REGIONS



## CENTRAL OFFICE

The department's Central Office has the major responsibility for interactions between DECD and:

- the Government of South Australia
- the Australian Government
- peak stakeholder groups, industrial parties, other organisations and authorities
- other national and international education and children's services agencies
- early childhood service providers.

During 2011, Central Office was responsible for leading and developing early childhood services and education system policies, designing programs and allocating resources. Central Office also provides services to early childhood service providers, preschools, schools and regions for various coordinating functions, such as research, reporting, recruitment, workforce development, legal services and auditing.

## SASP – SUPPORTING GOVERNMENT OBJECTIVES

Until late 2011, *South Australia's Strategic Plan (SASP)* had 98 targets – the department was accountable for nine lead of targets and contributed to three others.

- T4.5 *Understanding of Aboriginal culture*
- T6.2 *Early Childhood—Year 1 literacy*
- T6.4 *Early Childhood—AEDI*
- T6.12 *Year 3: Reading, writing and numeracy*
- T6.13 *Year 5: Reading, writing and numeracy*
- T6.14 *Year 7: Reading, writing and numeracy*
- T6.16 *SACE or equivalent*
- T6.17 *Science and maths*
- T6.18 *Aboriginal education—early years: Reading*

Note: From 2008, the State years 3, 5 and 7 literacy and numeracy tests were replaced with the National Assessment Program Literacy and Numeracy (NAPLAN) tests. In 2008, Year 9 was included for the first time.

## THREE CONTRIBUTING TARGETS – DECD

- T1.16 *Share of overseas students*
- T6.15 *Learning or earning: 15-19 year olds*
- T6.21 *VET participation*

In June 2011, the State Government revised its strategic plan. This annual report focuses on the targets and goals of the revised plan, outlined in the table over page.

## OTHER SASP TARGETS

The department also contributes to various other goals identified in the revised strategic plan, for example Aboriginal wellbeing, early childhood wellbeing, early childhood literacy, Aboriginal education – early years, early childhood – birth weight, understanding Aboriginal culture, learning or earning, apprentices, energy efficiency – government buildings, healthy weight, and sport and recreation.

In addition, all government agencies are required to contribute towards targets to improve the performance of the public sector.

Full reporting on SASP targets can be found within the body of this report.

## SOUTH AUSTRALIA'S STRATEGIC PLAN (SASP) OUTCOME SUMMARY TABLE

SASP target	Outcome 2011	See page
<b>Target 12: Early childhood:</b> Increase the proportion of children developing well	This target measures South Australia's performance on the Australian Early Development Index (AEDI). The AEDI was first undertaken in 2009 with the next iteration due in 2012. In 2009 (baseline), 22.7% of South Australian students were vulnerable on one or more domain. In 2011, 11.5% of SA students were vulnerable on two or more domains.	60
<b>Target 14: Early childhood – Year 1 literacy:</b> 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	In 2011, 70.7% of South Australian children were reading at age-appropriate levels at the end of Year 1. This is an increase of 2.7 % from the baseline of 68% (2007)	61
<b>Target 15: Aboriginal education – early years:</b> Increase yearly the proportion of Aboriginal children reading at age appropriate levels at the end of Year 1	In 2011, 31.9% of Aboriginal children were reading at age-appropriate levels at the end of Year 1. This is an increase of 1.9% from the baseline of 30% (2007)	62
<b>Target 27: Understanding of Aboriginal culture:</b> Aboriginal cultural studies included in school curriculum by 2016 with involvement of Aboriginal people in design and delivery	Results from the sample of schools surveyed about the design and delivery of Aboriginal cultural studies (ACS) in SA government schools show an increase in the proportion of students engaged in ACS from 53% (2009) to 64% (2011). Approximately half of SA schools are surveyed each year and ACS are taught across the curriculum.	39
<b>Target 87: Reading, writing and numeracy</b> By 2020, for reading, writing and numeracy, increase by 5 percentage points the proportion of South Australian students who achieve - above the National Minimum Standard - higher proficiency bands (baseline: 2008)	In Year 5, for reading 74.2% of students were above the minimum standard; for persuasive writing 74.7% of students were above the minimum standard; for numeracy 75.3% of students were above the minimum standard; for spelling 74.6% of students were above the minimum standard and for grammar 76.9% students were above the minimum standard. For other grades see relevant pages.	72 79
<b>Target 88: Science and maths</b> By 2020, increase by 15% the number of students receiving an Australian Tertiary Admissions Rank or equivalent in at least one of the following subjects: mathematics, physics or chemistry (baseline: 2003)	In 2010, 38% of students received an ATAR or equivalent in at least one of the following subjects: mathematics, physics or chemistry. This is an increase from previous years. (Note: 2011 data not yet available at March 2011)	73
<b>Target 89: SACE or equivalent</b> Increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification (baseline: 2003)	In 2010, 71.5% of students achieved the SACE or comparable senior secondary qualifications. This is an increase of 2.9% from 2009. (Note: 2011 data not yet available at March 2011)	80 85 88

## SUPPORTING NATIONAL OBJECTIVES

South Australia is implementing 12 national partnership agreements for early childhood and schooling that have been agreed by the Council of Australian Governments (COAG):

- Australian Curriculum
- Building the Education Revolution
- Digital Education Revolution
- Early Childhood Education (Universal Access)
- National Quality Agenda for Early Childhood Education and Care
- Indigenous Early Childhood Development
- SA Advanced Technology Industry – Schools Pathways Program
- Smarter Schools National Partnerships
  - Improving Teacher Quality
  - Low SES School Communities
  - Literacy and Numeracy
- Trade Training Centres
- Youth Attainment and Transitions.

More information about these partnerships can be found at [www.federalfinancialrelations.gov.au](http://www.federalfinancialrelations.gov.au).

## AUSTRALIAN CURRICULUM

In 2011 the department responded to feedback gathered from South Australian government school teachers and leaders in 2010 with regard to the support required for the implementation of the Australian Curriculum.

Engagement with teachers and leaders working in diverse contexts of over 50 sites then informed the development of resources to support the transition from the South Australian Curriculum Standards and Accountability (SACSA) framework to the Australian Curriculum from 2012 in the areas below:

- Australian Curriculum: English resources were produced to demonstrate how teachers develop units of work to suit their student's needs in the local context. These resources also

contain reflective notes that will support other teachers as they plan with the Australian Curriculum for their own students.

- Digital resources are in development that will support educators to plan for students' transition between the Early years learning framework in early childhood settings and the Australian Curriculum in schools.
- Australian Curriculum: History resources were created through a joint project involving both DECD and SA Museum officers. These are a celebration of local history and provide unique content and perspectives that will not be available through nationally produced collections of resources.
- Teachers from seven contrasting school settings undertook reflective work on how they will plan and teach with the Australian Curriculum for multi-age classes, which will be shared to provide support for teachers.
- A set of Australian Curriculum: Geography resources have been produced that demonstrate how teachers can develop units of work to meet the newly identified knowledge and skills of this learning area, within their local contexts.
- Teachers from eight contrasting schools planned units of work demonstrating the intertwining of the South Australian *Teaching for effective learning* framework and the Australian Curriculum: History, to provide models for teachers endeavouring to implement the new curriculum.
- Support for teachers in 13 schools transitioning from the earlier model of studies of society and environment to the Australian Curriculum structure of humanities and social sciences was provided through individualised support and collaborative planning, and producing resources that will assist other teachers to make similar transitions.
- Digital resources were developed focusing on *General capabilities and cross-curriculum priorities*, which are new elements of the Australian Curriculum.

Resources will be completed in 2012 and will be available progressively through all schools.

## **BUILDING THE EDUCATION REVOLUTION**

The Australian Government announced the *Building the education revolution* (BER) program in 2009 as part of the \$16.2 billion National Economic Stimulus Package. There are three components within the BER program:

### **PRIMARY SCHOOLS FOR THE 21ST CENTURY (P21)**

The South Australian Government received an allocation of \$824 million for 720 projects that provided new library resource centres, new multi purpose halls, new classrooms, refurbishment of existing libraries, halls and classrooms to provide contemporary teaching and learning environments.

### **SCIENCE AND LANGUAGE CENTRES FOR SECONDARY SCHOOLS (SLC)**

The investment of \$47.75 million has resulted in 40 new and refurbished science laboratories or language learning centres being delivered at government schools.

### **NATIONAL SCHOOL PRIDE (NSP)**

*National school pride* provided total funding of \$72.9 million, which was provided directly to 590 schools to undertake small scale infrastructure projects and/or minor refurbishments. Schools finalised their projects by the completion of acquittal documentation for their projects' expenditure during the course of the year.

## **DIGITAL EDUCATION REVOLUTION**

The Australian Government is investing funds of more than \$2 billion in the *Digital education revolution* (DER) nationally. The objective of DER was to achieve a ratio of one computer for every Year 9-12 student in Australia by 31 December 2011.

In South Australia that meant the purchase and deployment of over 41 100 computers and the installation or expansion of ICT infrastructure in 162 schools.

That work was completed ahead of the deadline and South Australia has successfully met the commitments made under the funding arrangements from the Australian Government. All Year 9-12 students in public schools in South Australia now have access to a computer, or its equivalent for students with disabilities.

## **EARLY CHILDHOOD EDUCATION (UNIVERSAL ACCESS)**

The Australian Government's Universal Access commitment is that by 2013, every child will have access to a preschool program in the 12 months prior to full-time schooling. The preschool program is to be delivered by a four-year qualified early childhood teacher, in accordance with the *National early years learning framework*, for 15 hours a week, 40 weeks a year. It will be accessible across a diversity of settings, in a form that meets the needs of parents and in a manner that ensures that cost does not present a barrier to access.

DECD is using two key strategies to ensure that children have access to preschool:

1. The delivery of 15 hours of preschool in existing preschool services
2. Expanding on the number of preschool places available in partnership with non-government child care centres and preschools.

## **NATIONAL QUALITY AGENDA (NQA) FOR EARLY CHILDHOOD EDUCATION AND CARE**

This national partnership commenced in December 2009 and through the application of a National Quality Framework (NQF) and associated regulatory system, aims to ensure that every childcare service, family day care scheme, out of school hours care service and preschool provides a quality service. Implementation of the National Quality Standard started from 1 July 2010.



State, territory and national governments reached agreement during 2010-11 on the NQA *Multilateral implementation* plan. South Australia formally agreed to the plan in August 2011. The national partnership provides South Australia with funding to implement the new regulatory arrangements, and additional funding for transitional support for the period from 2010-11 to 2013-14. The NQF became fully operational from 1 January 2012.

The legislative process required to establish the new system has used a collaborative laws approach. Victoria passed the *Education and Care Services National Law Act 2010* in September 2010. Following extensive statewide consultation and testing of assessment tools in South Australia, the State legislation was introduced into Parliament in Spring 2011 and the State Regulations and Law were made.

The Australian Children's Education and Care Quality Authority, which will provide oversight of the national approach and consistency of the NQF, has been established as an entity. The SA National Quality Agenda Stakeholder Reference Group, comprising representatives from government, non-government and privately owned services, local government, training institutions, professional associations and unions, is a key mechanism for consulting and communicating with the sector. It also engages with and supports them as they transition to and implement the new reforms.

A NQA implementation newsletter is circulated widely across the sector within South Australia, and is a major communication approach to update stakeholders about the NQA transition and implementation progress.

Consultations contributed to the development of the school-age care framework *My Time, Our Place*, which is being implemented nationally by school-age care service providers. The *My Time, Our Place educator's guide*, to be distributed nationally, comprises a series of sequential resource papers to support school-age care educators and teams to provide a play-based, recreational and leisure program that extends and enriches children's learning and development.

During 2011, the SA Minister for Education and Child Development made a decision that from full implementation of the National Quality Standard as of 1 January 2012, government preschools will be externally regulated by the new State Regulatory Authority, to be operational by that date.

## INDIGENOUS EARLY CHILDHOOD DEVELOPMENT

South Australia is establishing four Aboriginal children and family centres under the Indigenous Early Childhood Development national partnership. The national partnership provides funding of \$25.22 million over five years to establish the centres, which will provide early childhood development programs and services for Aboriginal children from the antenatal phase to five years of age, and their families.

The centres will be located at:

- Ceduna Area School
- Hincks Avenue Primary School in Whyalla
- Christies Beach Primary School
- Ernabella Anangu School in Pukatja.

The centres will support Aboriginal families to provide the best possible start in life for their children. Services will include child and maternal health, high quality early learning programs for young children, parenting and family support and community development activities.

In 2011, community development coordinators at each location worked with families to identify areas of need and priority programs and services. Service delivery will commence within existing facilities at all locations while new facilities are being constructed

Enabling groups at each location, comprising key government, non-government and community representatives, continued to provide leadership and strategic direction in the planning, development and establishment of the centres.

Concept plans for the Ceduna, Whyalla and Christies Beach centres were completed. The plans were based on comprehensive reports for each location which detailed the cultural and architectural design needs of Aboriginal children and their families. This process provided over 120 individuals, including children, community Elders, Aboriginal artists, and Enabling Group members, with the opportunity to engage in the design process.

Three family services coordinators will be recruited in 2012 to improve outcomes for children and families experiencing disadvantage, parenting difficulties and child development issues.

## SMARTER SCHOOLS

The Smarter Schools national partnerships have provided opportunities for addressing disadvantage, improving teacher quality and teaching practice, building leadership capacity and improving the literacy and numeracy outcomes for students.

The Low SES School Communities National Partnership called *Communities Making a Difference* (CMaD) national partnership in South Australia addresses the issues of disadvantage. The department has used the national partnership resources to provide disadvantaged school communities and schools with flexible resources to target highly disengaged young people. In addition, resources have also been used to target school improvement, leadership development and improved teacher practice.

Specific achievements delivered through this national partnership in 2011 include:

- the expansion of the *Innovative community action networks* (ICAN) program into all of the State's 12 government regions with 8 079 students being provided with support
- the *Community mentoring* program expanding to 186 sites
- 1 411 students in years 8 to 12 receiving one-on-one mentoring support through the *Secondary student mentoring* program
- 21 initiatives being resourced by the *Youth development* program providing support for 2 425 students
- 59 additional low-SES school principals participating in the *Principal as literacy leader* (PALL) program.

Resources were also provided for Indigenous students through the *Aboriginal student mentoring* program, with 1 144 students receiving ongoing individualised support to assist them reach their full potential.

The Improving Teacher Quality National Partnership continues to focus on developing and enhancing school leadership and opportunities to improve teacher recruitment, development, retention and reward.

Specific achievements delivered in 2011 through this national partnership include:

- statewide professional development for teachers and leaders on the National Professional Standards for Teachers and the National Professional Standard for Principals
- releasing a new performance and development policy accompanied by phase 1 of *Performance counts* training and development program
- facilitating a leadership program for 130 aspiring leaders
- providing 43 *Country teaching scholarship* programs
- the 21 School Centres of Excellence that promote high quality extended teaching experiences and mentoring for final year pre-service teachers in hard-to-staff locations
- new training courses and skillsets offered to school services officers and Aboriginal community education officers.

The facilitation phase of the Literacy and Numeracy National Partnership placed 14 literacy coaches and 14 numeracy coaches in identified primary schools from August 2009 to May 2011. KPMG conducted an evaluation of the coaching initiative and the final evaluation report identified the following outcomes:

- Teachers having improved understanding of using diagnostic assessment tools to meet learning needs
- Improved student engagement
- Improved student achievement as observed by teachers

- Improved achievement in NAPLAN performance for Year 3 and 5 Numeracy and Year 3 Reading
- Increased leadership capacity in literacy and numeracy for the system through the development of the coaches' expertise and knowledge.

The key findings of the evaluation report are informing the development of an expanded (across all regions) coaching model that will be implemented from 2012.

## REPORT FROM THE REGIONS

### METROPOLITAN REGIONS

#### NORTHERN ADELAIDE REGION

Our successes in 2011

- ***Increase in the comprehension skills of children and students***

Schools in the Northern Adelaide region used a variety of strategies such as *Running records* (see page 61) and common standards as reference points for monitoring improvements in learner achievement. Targets were set for the region around the percentage of students achieving within the top three proficiency bands at each of the tested year levels. Results showed upwards trends in NAPLAN-tested 'reading' results for all students in years 5 and 7 (despite increasing percentages of disadvantaged students in our region).

- ***Increase in SACE completions***

From 2009 to 2010 there was an increase in the percentage of students in our region who completed their SACE, from 60.0% to 64.6%.

#### SOUTHERN ADELAIDE REGION

Our successes in 2011

- ***Improving literacy for all***

All preschools in the Southern Adelaide region are now using universal measures to monitor children's learning, including the department's *Respect, Reflect, Relate* and the *Early years learning framework*.

More than 80% of Aboriginal students in our region in all tested years achieved above the national minimum standard in reading, an increase from 77% in 2008.

- ***Improving instructional capacity***

From 2010 to 2011 the attendance rate of leaders taking part in professional development opportunities averaged 84%.

#### ADELAIDE HILLS REGION

Our successes in 2011

- ***Whole-site approach to literacy***

A DVD, *Literacy: A whole-school approach*, was produced in 2011 by the Adelaide Hills regional office in conjunction with local leaders, with a funding grant from the department's Literacy Secretariat. There has been very good progress in the region's schools towards achieving a whole-site approach to literacy.

- ***Local initiatives***

In 2011, Birdwood High School introduced an innovative approach to teaching and learning (Middle School Academy). Engagement and achievement data show that the approach has been very successful, with a growth in literacy and numeracy scores on standardised tests, attendance and behaviour data and student survey information. The program will be expanded to include all Year 8 and 9 students in 2012.

The *QuickSmart intervention* project was introduced in 18 schools across the region in 2010 to target students in years 5 to 8 who are consistently performing below benchmark in numeracy. Data published in April 2011 showed that students had so far progressed approximately two years during less than a year of schooling.

Lobethal Primary school applied similar principles to the development of a literacy intervention program, *Read up*, which was successfully conducted at Bridgewater and Nairne primary schools. A number of other schools in the region plan to introduce the program in 2012.

#### EASTERN ADELAIDE REGION

Our successes in 2011

- Improved growth for Aboriginal students between NAPLAN tests (compared with non-Aboriginal students in reading and writing years 7- 9 and writing years 5-7)
- Improved attendance of Aboriginal students at key transition points – Reception, Year 8 and Year 12
- Continued high SACE completion results amongst students in the region
- Increase in the percentage of Year 7 and 9 students in the top two NAPLAN proficiency bands in most aspects of literacy.

#### WESTERN ADELAIDE REGION

Our successes in 2011

- Middle school literacy
- Aboriginal retention rates in the middle years and an increase of Aboriginal learners in the top two proficiency bands of NAPLAN
- SACE completion and building strong vocational links
- Attendance rates

There was an increase in our region of ICAN/FLO enrolments from 92 in 2007 to 323 in 2011, with a greater emphasis being placed on accredited learning. Schools in the region implemented the *Early years learning framework* and the *Respect, Reflect, Relate* tool to reflect on the quality of the preschool program and staff practice.

## COUNTRY REGIONS

### YORKE AND MID NORTH REGION

Our successes in 2011

- **Literacy**

In local sites, data collected in 2011 showed that from preschool entry to exit all children showed growth in oral language assessment. In addition, there was an improvement in the reading levels of Year 2 students in the region, as measured by their running records.

- **Aboriginal education**

Sites in the region have achieved improved attendance of Aboriginal students measured over three years from 2009-2011. In 2011, Aboriginal student attendance rates were 84.5% across our region. NAPLAN data from 2009-2011 data also showed an increase in the proportion of Aboriginal students in the region achieving the national minimum standard in Year 3, an increase of 11 percentage points.

Preschool attendance for Aboriginal children in the region was above the 83% target in 2011.

### FLEURIEU AND KANGAROO ISLAND REGION

Our successes in 2011

- **Numeracy**

In 2011, the *Primary maths and science* strategy positively influenced our work in the region towards implementation of the Australian Curriculum. Many sites participated in the Maths for all workshops offered as part of the strategy.

- **Building educational leadership**

We value a model of shared leadership in our region, and in 2011 we encouraged local leaders to participate in regional leadership programs, professional development, and collaborative planning and sharing between site leaders.

## BAROSSA REGION

Our successes in 2011

- **Numeracy**

In 2011, we reviewed the role of the three regional maths facilitators and a focus teacher in every school to build and share best practice. We introduced a professional learning community of shared middle school practice for Year 6 to 9 teachers. Results showed an improvement in the percentage of local students above national minimum standards in NAPLAN at Year 3 up by 0.8% and Year 9 by 2.8%.

- **Attendance and retention**

Schools in the region worked on improving attendance rates to 93% for all students. Schools achieved 92.6%.

## EYRE & WESTERN REGION

Our successes in 2011

- **Reading (all students and Aboriginal students)**

By end 2011, 47% of all Year 1 students in the region were at or above an appropriate standard. In 2011 there was also an increase in NAPLAN results for years 3, 5 and 9 in all areas of reading.

- **Aboriginal learners – Attendance**

The mean attendance rate for all students in local schools was 87% in 2011 (secondary students: 82%, primary students: 89%). The attendance rate for all children in preschool is above the regional mean of 85% and for Aboriginal preschool children it is above our mean of 80%.

## LIMESTONE COAST REGION

Our successes in 2011

- **Developing standards**

During 2011, our region developed standards for the assessment of reading and introduced a strategy for improving Aboriginal literacy. Local schools developed a *Family of schools* notion to support transition from primary to secondary school amongst students.

- **Local teacher wins award**

Junior primary teacher at Mil Lel Primary School, Ben Savage, was the winner of the South Australian Public Teaching Awards 2011 Inspirational Early Career Teacher of the Year Award.

## MURRAY AND MALLEE REGION

Our successes in 2011

- **Services for Aboriginal children aligned**

Our focus on Aboriginal education led to an alignment of services across our region to support leaders, educators, families and learners.

- **Local school wins award**

The regional literacy focus has led to whole-school approaches and clear evidence of improved student outcomes in our schools. Mypolonga Primary school won the 'Innovative Engagement with Business and the Community award' at the South Australian Public Teaching Awards in 2011.

## FAR NORTH AND ABORIGINAL LANDS REGION

Our successes in 2011

- **Non-fiction writing**

Sites in our region focused specifically on engaging students with daily writing in the non-fiction texts genre, with positive results between Terms 1 and 3.

- **Attendance**

Small gains were made for the attendance of Aboriginal students following a concentrated effort on the part of sites to focus on authorised and unauthorised absences. Whilst the region's attendance improved overall, so did the average across all public schools for 2011, so 'closing the gap' remains problematic.

- **Retention**

Our data indicated that there was rise in the number of our region's students gaining SACE, particularly Indigenous students. A focus on 'Keeping them on Track' at secondary sites proved a positive strategy.

## THE ROLE OF SCHOOLS AND PRESCHOOLS

Every week day, 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 and special schools 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' – there are about 1 000 sites in the State.

Some 13 500 teachers\* and early childhood educators are employed by the department to help these children achieve their best.

## STATE CURRICULUM

South Australia has a curriculum that all government schools follow. Curriculum describes the core knowledge, understanding, skills and capabilities students should learn as they progress through school. Teachers use curriculum to plan student learning, monitor and assess student progress, report student progress to parents, and support student wellbeing.

The SA curriculum is called the South Australian Curriculum Standards and Accountability (SACSA) framework, which is the basis of educational programs provided by schools and preschools to students from Reception to Year 10. Students are taught in a range of class settings, including composite and multi-age classes. The SACSA framework covers eight learning areas: arts, design and technology, English, health and physical education, languages other than English, mathematics, science, and society and environment.

The Australian Curriculum (see page 15) sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It is being developed progressively and implemented by each state and territory.

## SENIOR YEARS

The compulsory education age legislation requires all young people between the ages of 16 and 17 to participate full-time in an approved learning program. Approved learning programs include:

- traditional secondary school, including studying towards:
  - SACE (South Australia Certificate of Education)
  - International Baccalaureate (IB)
  - Steiner Education (Waldorf Schools) Secondary Certificate
- 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
- a combination of the above.

Year 11 and 12 education in the South Australian school system is designed to support students and personalise their learning through a variety of educational and other programs. These include vocational education and training (VET), which is offered in many government schools for students to gain work experience and industry skills while still at school (see page 84).

The South Australian Certificate of Education (SACE) is undertaken over two years and includes core subjects, VET and community learning. There are two stages of the SACE and most students will start Stage 1 in Year 10, and finish it in Year 11. A personal learning plan is a compulsory element for every student. Stage 2 is usually undertaken in Year 12 and once all requirements are met, the internationally recognised SACE is granted. The SACE is the main method used by South Australian students to begin TAFE and university courses here, interstate and overseas.

For more information see

[www.sace.sa.edu.au/students/sace-overview/how-does-the-sace-work](http://www.sace.sa.edu.au/students/sace-overview/how-does-the-sace-work)

\* THE TOTAL NUMBER OF TEACHERS FROM PRESCHOOL TO SECONDARY SCHOOL AS AT AUGUST 2011 WAS 13,481. THIS FIGURE ONLY INCLUDES THOSE STAFF WHO SPEND THE MAJORITY OF THEIR TIME IN CONTACT WITH STUDENTS AND HAVE TEACHING DUTIES.

## STRATEGIES TO ENGAGE AND SUPPORT ABORIGINAL STUDENTS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

### ABORIGINAL PROGRAM ASSISTANCE SCHEME

The *Aboriginal program assistance scheme (APAS)* provides funding to schools to support improved Aboriginal student academic improvement. APAS programs include Aboriginal student tuition, mentoring and coaching, counselling, cultural awareness, and support with emotional wellbeing.

APAS funding in 2011 was allocated to the following cohorts of students:

- Any Aboriginal student in Year 3, 5, 7 or 9, who in the 2010 NAPLAN testing did not meet the national minimum standard in one or more of the five domains
- All Year 1 and 2 Aboriginal students in the State (1 332 total)
- All Year 11 and 12 Aboriginal students in the State (1 109 total).

In 2011, 411 schools received APAS grants totalling \$2.9m to further support 3 706 Aboriginal students.

### STUDENT SUPPORT SYSTEM – INDIGENOUS

The *Student Support System – Indigenous (ISSS)* enables principals, regional and Central Office staff to keep track of Aboriginal students' movements between schools, and monitor student performance outcomes to better support Aboriginal students.

The system provides a web-based single system that includes all public education Aboriginal students, monitors their movements, assists in supporting students by providing information to

regional support services, and provides a more reliable basis for reporting on the participation and progress of Aboriginal students.

In 2011 there was an enhancement of ISSS to allow schools to view the system for their Aboriginal students through restricted access. A new component of ISSS was developed called the student support system to allow schools to view and enter information about students who are supported by one of the three national partnerships programs (*Aboriginal student mentoring*, ICAN and *Student mentoring*).

### ABORIGINAL STUDENT MENTORING PROGRAM

The *Aboriginal student mentoring* program is funded under the *Smarter Schools Communities Making a Difference* national partnership and provides tailored mentoring support for individual Aboriginal students across years 5-9 who may not be reaching their full potential and/or are on the cusp of disengaging from school. The program is centrally managed and is based on a cluster group of schools and community partnership model.

The program aims to support students with participation and engagement in education, academic progress, transition to high school, study habits and work load, and social and emotional wellbeing.

To date, the total number of regions is seven, with 54 schools and 1 144 Aboriginal students having access to the program.

In 2011, a further 72 people (teachers, school services officers and community members) completed the mentor induction for the program taking the total to 178 mentors inducted since the program's inception. The program has an Aboriginal employment target of 80%. In 2011, 78% of mentors were Aboriginal people.

### ABORIGINAL TURNAROUND TEAM

The Aboriginal TurnAround team (ATAT) is an initiative of the *Smarter Schools Communities Making a Difference* national partnership. It is a new and intensive intervention service for Aboriginal students who are most disengaged from education.

Starting in 2010, the ATAT provides case management for identified Aboriginal young people and their families through early intervention and access to culturally appropriate care, education service provision and crisis intervention. Aboriginal turnaround teams are in the northern and western Adelaide regional office, the Eyre and Western region and the Far North region.

The ATAT provides crisis intervention and support to Aboriginal children and young people to re-engage with their education. The service focuses on a model that responds to educational performance, behaviour, physical, mental and psychological health and works with carers to build capacity to affirm the importance of kinship and family life in developing well-rounded young Aboriginal people. Access to care and education on its own, is one step toward a positive future. Health and family support are a primary factor which impact on the interest of Aboriginal children to remain at school beyond early secondary school. The turnaround team manages the needs of identified Aboriginal children and students by engaging significant others and key service providers to coordinate a holistic pathway that builds positive futures and contributes to the creation of a healthier, enhanced educated Aboriginal community, proud of their heritage and pursuing a rich and rewarding lifestyle.

By the end of 2011, the northern team was working with 10 families with 43 students, the western team is working with eight families with 22 young people and the far north team is working with 10 families and 29 young people. An ATAT was established in the Eyre and Western region in late 2011.

### **TRIBORDER ATTENDANCE STRATEGY**

The *TriBorder attendance* strategy is an Australian Government -funded project to improve the attendance of transient Aboriginal students along the Northern Territory, South Australian and Western Australian borders.

The key element of the strategy is the development of a central schools' database that has the ability to consolidate and merge student information from all individual system and sector databases into a central server. Participating schools are able to view and monitor the attendance and enrolment histories of students enrolling in their schools.

The database also provides an indication of the availability of other information necessary to progress student learning, such as the availability of individual learning plans.

The strategy was originally funded until 30 June 2011 with a budget of \$506 162. A successful submission was made to DEEWR to extend the project until 31 December 2011. A further \$172 000 was granted with this extension, taking the total funding amount to \$678 162.

### **ABORIGINAL COMMUNITY EDUCATION OFFICERS**

The engagement of community is critical to improving educational outcomes of Aboriginal children and students. Aboriginal community education officers (ACEOs) facilitate effective school, family and whole-of-community engagement in education; and focus on student inclusion, wellbeing and identifying critical interventions that contribute to improving Aboriginal student learning outcomes.

ACEOs are employed in schools with Aboriginal student enrolments and in regional support services.

In 2011 there were 21 graduates for Certificate 4 in Community Development and 38 graduates for Certificate 3 in Community Services at the Aboriginal Access Centre, Adelaide and Noarlunga campuses.

### **ABORIGINAL COMMUNITY VOICE PROGRAM – COMMUNITY ENGAGEMENT**

During 2011, four government schools developed formal school and community partnership agreements with the Aboriginal parents and community. The schools are Fraser Park Primary School, Kurna Plains School, Lincoln Gardens Primary School and Salisbury High School.

Additionally, another six schools are in the process of developing their school and community partnership agreements (Salisbury North Primary School, Blair Athol Primary School, John Hartley Primary School, Maree Aboriginal School, Quorn Area School and Mannum Community School).



Across the State there are 45 school-based Aboriginal community voice committees that meet each term. Northern Adelaide and Far North regions have regional Aboriginal community voice committees that meet each term. Eyre and Western (Pt Lincoln and Whyalla), Eastern, Limestone Coast (Mt. Gambier) and Murray and Mallee (Berri and Murray Bridge) regions have cluster meetings each term.

Currently there are 106 Aboriginal parents on school governing councils across the State.

The department’s Central Office and regional staff work collaboratively with the SA Aboriginal Education and Training Consultative Body (SAAETCB) to promote the engagement of Aboriginal parents and community members in education.

In 2011 two parent forums were held (Far North region – Pt. Augusta and Northern Adelaide region – Mawson Lakes) to increase parents’ awareness of the National Aboriginal and Torres Strait Islander Action Plan and the role they play in achieving the outcomes for their children.

The SAAETCB developed a State conference in Adelaide for Aboriginal parents and caregivers. Regional office staff worked closely with consultative body members to promote the conference and ensure that parents presented on best practice programs. There were 95 parents from 40 schools attending the conference. The conference showcased the good practice that is occurring in schools and community to engage Aboriginal parents.

**KEYS TO UNLOCKING THE FUTURE**

This initiative aims to help teachers and educators understand how to improve literacy teaching for young Aboriginal students. During 2011, 77 department staff in three regions (Southern, Western and Murray Mallee) received training. For further details see page 76 of Chapter 2 *Enhancing development in the primary years*.

For information on the Literacy Secretariat’s initiatives to support Aboriginal children, see page 36 and page 62.

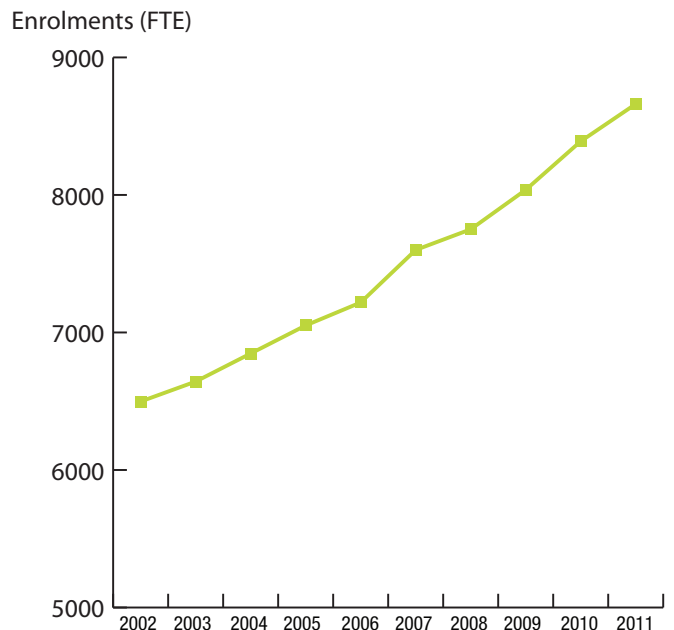
**ABORIGINAL ENROLMENTS IN GOVERNMENT SCHOOLS**

*Enrolments (FTE) – Aboriginal students in South Australian government schools, 2010 and 2011*

Level	2010	2011	Change	% Change
Primary	5 548.5	5 723.1	174.6	3.1%
Secondary	2 841.7	2 938.5	96.8	3.4%
Total	8 390.2	8 661.6	271.4	3.2%
% of total enrolments	5.1%	5.2%		
Total enrolments	165 854.8	165 899.30		

Source: DECS Term 3 School Enrolment Census, 2010 and 2011

*Enrolments – Aboriginal students in SA government schools*

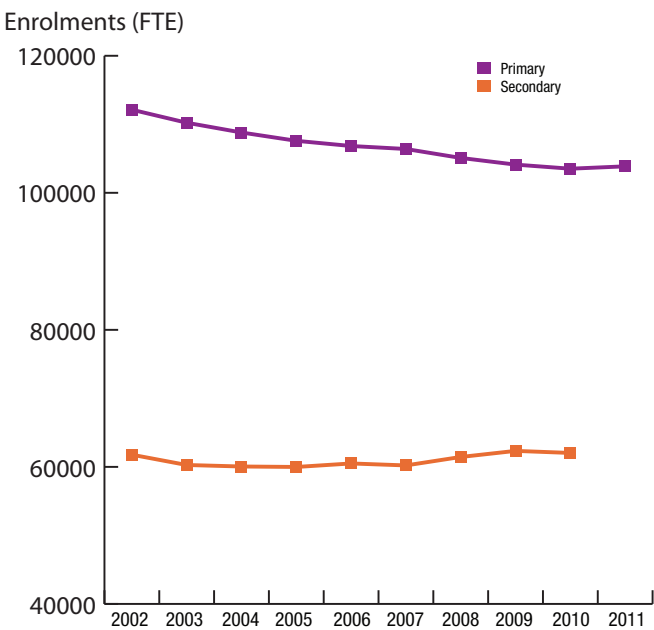


Source: DECD Term 3 School Enrolment Census 2002-2011

This graph shows that the increasing number of Aboriginal students in government schools is influenced by the upward trend of population numbers as well as department programs to encourage Aboriginal student enrolment and retention.

## GENERAL ENROLMENTS AND ATTENDANCE IN GOVERNMENT SCHOOLS

Enrolments (FTE) – South Australian government schools, Term 3, 2002-2011



Source: DECS Term 3 School Enrolment Census 2002-2011

This graph shows that primary and secondary school enrolments have remained steady over a number of years, which is similar to government school sectors in other states. Enrolments in Australia from 2006-2010 increased by 2% in government schools. Almost all of this increase was in primary schools.

Ongoing, documented attendance monitoring and improvement is a vital part of ensuring that children and young people are provided with learning opportunities that will provide a solid foundation for the future.

All government schools are required to implement an attendance improvement plan to improve attendance rates. The plan describes attendance outcomes (including setting targets for attendance), strategies to achieve the outcomes, and how the analysis of attendance data can inform the continuing improvement in attendance rates.

In 2011, the department engaged in a number of initiatives to support attendance improvement, including the following initiatives:

- Updates to the Student Attendance and Behaviour Management (SABM) data warehouse were released. These included daily updated data to help monitor and track student achievement across all schools.
- 12 new student attendance counsellors were inducted from the beginning of 2011, as part of the rollout of the 2010 State Government election commitment. These positions will initially have a focus on family engagement and the early years. The initiative has also allowed DECD to combine roles for existing attendance counsellors so that they are not working across regions and/or the ability to increase their hours of work in some regions.
- A fridge magnet for parents and children of junior and primary schools across South Australia to promote the importance of 'every day counts for attendance'. The fridge magnet was designed as a tool parents can refer to on a daily basis with their child.

- The High Risk Chronic Non-Attendees Steering Committee, which meets quarterly, started a review of the effectiveness of the protocol developed in collaboration with Families SA and Health.
- Task Force on Absenteeism met regularly in 2011 to review, monitor and provide feedback on attendance related activities in DECD. This group has representation from the Minister for Education and Child Development's office, a range of departments and personnel in DECD Central Office, regions and sites, principal associations, parent associations, ICANs, Australian Education Union, Families SA and SAPol.
- Funding was provided by the department in 2011 to the Young Carers to support them to develop and implement the *Supporting young carers* project, an initiative that seeks to engage young carers in an activity-based program with a focus on improved health and wellbeing.
- The department was an active member of a number of cross-government groups to support implementation of the *Carers Recognition Act 2005*. This assists access and engagement in successful education for young carers and improves support to young people who are cared for informally by their relatives.
- A guide for teachers to support students at risk of becoming or are homeless was developed and distributed to all DECD sites. The guide helps teachers to better assist those vulnerable young people to stay connected with learning.
- The Tri-Border Attendance Strategy which has developed a central database to track students who move between the Northern Territory, Western Australian and South Australian Aboriginal schools received recognition and acknowledgement. During 2011 it was nominated as a finalist in the University of Southern Queensland Learning Impact Awards, which recognises outstanding applications of technology to support education and learning. Eleven public schools in South Australia are participating in the strategy.

Ongoing work undertaken by the department also included the following:

- A memorandum of administrative arrangement between DECD and SA Police has been formally drafted to provide a framework within which both organisations can work collaboratively in the development of complementary policies and responses to school-based incidences, student non-attendance and other circumstances where police interact with schools.

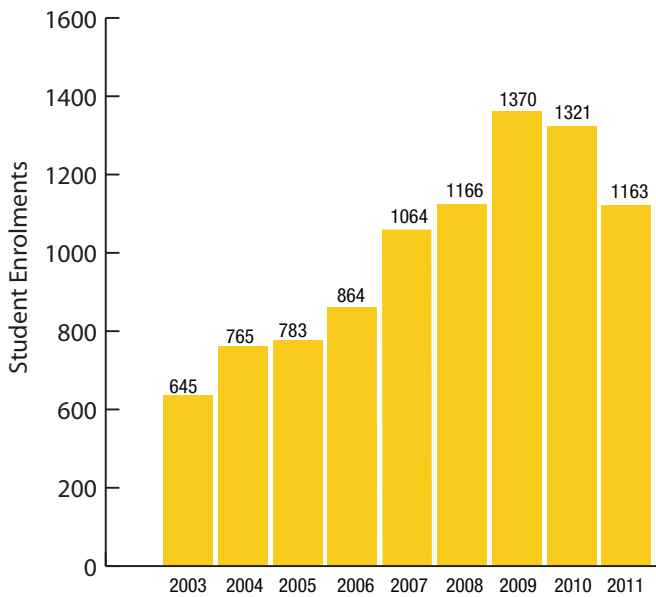


## INTERNATIONAL EDUCATION

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

*International students enrolments in South Australia 2003-2010*



Source: AEI (DEEWR)

Target 90 of South Australia's revised Strategic Plan aims to increase the number of overseas students across all education and training sectors in South Australia from 13 737 in 2003 to 45 000 by 2014.

International Education Services (IES) is responsible for the management of the department's international student program. Its main objective is to achieve South Australia's share of overseas students in the government school sector.

The graph (left) shows the number of overseas student enrolments in South Australian government schools from 2003.

In 2011 international student enrolments across Australia declined by 9.6% from 2010 as a result of the weak global economy, the strong Australian dollar and competition from other countries. Government school international enrolments declined by 12%, against a State decline of 14% in the school sector. Although the department's share in the national government school sector dropped by 0.5% to 10.3%, the South Australian government school sector continued to outperform other education sectors in the State in 2011.

International Education Services will continue to develop innovative strategies (including a new website and moving to online application processing) to maintain the South Australian government school sector's share of international student enrolments.



## SUPPORTING STUDENTS WITH DISABILITIES OR SPECIAL NEEDS

The following programs support compliance with the Disability Discrimination Act (DDA) through the provision of inclusive learning environments that facilitate equal access and increase learning outcomes for children and students with additional needs. For full DDA reporting see page 113 and for reporting on specific strategies for children and young people at the three stages of education, see the following chapters.

### STUDENTS WITH DISABILITIES IN SOUTH AUSTRALIA

Students with disabilities account for 9.1% of the total government school population and of that group, 81.6% attend mainstream schools, 12% attend a special class or disability unit located on a mainstream site, and 6.3% attend a special school.

Funding for supporting students with learning difficulties is delivered to each school through the school *Resource entitlement statement*. These grants are based on a number of factors including total enrolments and socio-economic disadvantage factors. The total allocated in 2011 was \$10.3 million. An additional \$1.5 million will be provided in 2012.

### DISABILITY SUPPORT PROGRAM

This program provides resources for students with disabilities and supports those who meet the impairment and eligibility criteria for Autism, Global developmental delay, intellectual disability, physical disability, sensory disability (vision, hearing) and speech and/or language disability. The total of students with disability at the Term 3 census 2011 was 15 401.

Regional support service staff, in particular speech pathologists, psychologists, disability coordinators and hearing services coordinators work with school staff and parents to assess, verify and determine eligibility and funding support for students with disabilities.

Students with disabilities have a negotiated education plan (NEP). Disability coordinators trialed the a set of guidelines known as the educational support matrix to bring together information gathered from the student's NEP, diagnostic information and learning support requirements to allocate a level of support. In 2011 the educational support matrix trial was completed and publication of the materials will occur in 2012.

Further information can be found on the DECD Disability Services website [www.decs.sa.gov.au/svpst/pages/info/dsp/](http://www.decs.sa.gov.au/svpst/pages/info/dsp/)

### NATIONAL PROJECTS: STUDENTS WITH DISABILITIES

In 2011 three national projects focused on students with disabilities.

1. *The Australian Curriculum Assessment and Reporting Authority (ACARA) students with disabilities*  
This project supports ACARA's commitment to develop additional curriculum content and achievement standards for students with disabilities in order to develop an Australian Curriculum that is inclusive of every learner. A set of materials was drafted for national consultation in 2011 and this work will continue during 2012.
2. *Collecting nationally consistent data on students with disability*  
In 2011 PriceWaterhouse Coopers was contracted by the Department of Education, Employment and Workplace Relations (DEEWR) to conduct a national trial to identify students with disability who are provided with additional support. The trial was conducted in 149 schools across Australia and included schools from government, Catholic and Independent sectors. This trial will inform the way national data will be collected on students with disabilities.
3. *National partnerships: More support for students with disabilities*  
Consultations between DEEWR and DECD occurred following the release by the Australian Government of *Making every school a great school: More support for students with disabilities*. This initiative will provide an

additional \$200 million to state and territory education authorities in 2012 to develop new initiatives to benefit students with disabilities, their families and teachers.

## THE SPECIAL EDUCATION RESOURCE UNIT (SERU)

SERU provides a range of specialised services, equipment and teaching and learning resources, as well as administering the *Transport assistance* program, to support the development and learning of children and students with disabilities and learning difficulties. A comprehensive professional development calendar is also scheduled annually and family education sessions are held each term. The specialised services include:

- **Early intervention service – hearing impaired**

A family-centred service for babies and preschool children who are hearing impaired irrespective of which schooling sector they will attend. Child-specific programs are developed to improve speech and language outcomes and a speech pathologist provides advice to ensure the intervention effectively targets needs. A speech pathology service is available for children requiring more intensive support.

In 2011, 87 children and families received an early intervention service or support to ensure a successful transition to school occurred. A range of training activities were delivered in 37 early childhood settings and regular professional support was provided to regional hearing impairment coordinators, including workshops and Statewide Day presentations. A project using iPad technology was implemented during the year to investigate the potential of this technology for children who are deaf or hearing impaired. Initial findings are very encouraging with families embracing the technology and reporting positive outcomes. This project will continue in 2012.

- **Communication support service**

A service that provides support to students with severe speech and language difficulties. Ninety one students were supported in 2011. Staff also provide professional support to educators and support personnel.

An iPad technology project was implemented with the classes to investigate how this technology can optimise speech and language outcomes.

A new process was implemented during 2011 to provide appropriate support for students transitioning from speech and language classes to the home school. Twenty six students received transition in 2011.

More than 200 participants attended a range of professional development activities during 2011, provided in metropolitan and regional sites.

Staff provided advice to enable the development of the *Travel safe* resource to support the work of sites in preparing students with disabilities to travel safely in taxis and buses.

- **Conductive education**

A specialised educational approach for children with severe physical disabilities. The program is a holistic approach based on active learning, aiming for each child to achieve greater independence in daily activities. Seventy two children accessed the service in 2011. Twenty five preschool children were enrolled in the *Early intervention* program through Kidman Park Primary School. Fourteen primary school students also accessed the program through the school. Secondary school students access the program through Findon High School, with seven students enrolled in the disability unit and four students in the mainstream.

An outreach service to Trinity Gardens Primary School included assessment, advice and professional development for educators and parents/carers to implement the principles of conductive education for 11 students. With the employment of a third conductor in 2012, Trinity Gardens will be receiving a dedicated program.

- **Inclusive learning technologies – advice and support**

Advice about technology solutions for individual students was provided by working collaboratively to implement a range of strategies. An iPad loan scheme was introduced and iPad workshops and video conferencing events were delivered to families, educators, support personnel and service providers from other agencies.

- **Library resources**

SERU has an extensive resource collection, available for borrowing by parents/carers of children with disabilities or learning difficulties and professionals working in the disability sector. There are 6 576 registered borrowers and 25 000 resources.

- **Speech and guidance assessments**

SERU manages the purchase, distribution and tracking of assessment tools and consumables for department psychologists and speech pathologists.

In 2011, 230 guidance assessments and resources and 203 speech assessment and resources were provided for 179 educational psychologists and speech pathologists.

- **Professional development**

SERU provides a range of professional learning opportunities for families, teachers and other professionals. In 2011, 685 participants attended workshops.

- **Family mornings**

These are held each term to help families participate in their child's learning and development. In 2011, more than 100 parents attended sessions and in 2012, it is planned to offer these sessions in other sites so that more families can attend.

## ACCREDITED TRAINING

Capacity building for school service officers (SSOs) is an essential component in improving learning outcomes for students with disability. In 2011, the department provided funding (\$323 580) for the competency-based training in Certificate III in Government – Disability Stream for SSOs.

Support is also provided for DECD staff undertaking postgraduate study in targeted areas. In 2011, this program supported 22 staff undertaking a Master of Special Education (Deaf and Hard of Hearing Specialisation).

## OTITIS MEDIA

Otitis media is an infection in the middle ear that impacts upon hearing, accompanied by an accumulation of fluid, pain, and if pressure from the accumulating fluid perforates the eardrum there can be drainage of pus into the ear canal.

Many children have several short periods of otitis media before school age, which often pass without being diagnosed. In many Indigenous populations however, otitis media presents differently, in that there is an earlier and more rapid onset of the condition, the infection lasts longer and may continue into adult life.

In promoting curriculum access and retention of Aboriginal students with otitis media, a cross-agency program for identification and service delivery began in conjunction with Flinders University in 2006. During 2011, this program provided 554 Aboriginal primary school students in the metropolitan area with hearing assessments at local schools.

Following the identification of impaired hearing, support service staff provide training and resources for the teacher and family. In addition to training on inclusive methodology, schools are also supported with improved acoustics and classroom amplification equipment. The program is the only Australian whole-of-population longitudinal study of hearing in Aboriginal children in a metropolitan area.

## SUPPORT FOR STUDENTS WITH HEARING IMPAIRMENTS

Children and students with significant hearing impairment who use Australian Sign Language (Auslan) as their primary mode of communication to access the curriculum are provided with additional support through the Special education support and risk management scheme. In 2011, \$109 000 of additional support was provided to support the curriculum access for 75 children and students. Twenty of these were in mainstream settings, while the majority attended one of the six specialist centres for hearing impaired.

## LEARNING DIFFICULTIES SUPPORT

The Learning Difficulties (LD) Support Team provides responsive support to schools and families across the State for children and students with learning difficulties from preschool to Year 12. Training and advice about the needs of children and students with learning difficulties such as dyslexia are provided to help schools develop appropriate strategies. A total of 135 professional development sessions were provided in 2011, including some to independent schools. This training complements the work of the Literacy Secretariat, Innovative Community Action Networks (ICAN) programs and the birth to Year 12 curriculum framework.

The LD team manages an annual four-day special education expo for educators and families providing professional development that focuses on literacy, numeracy, learning difficulties, inclusive/assistive technology, explicit teaching practices and curriculum differentiation. In 2011 there were 85 workshop presentations, 440 individual participants registered for 1 698 workshop attendances from government and non-government sectors, parents and tertiary personnel. Podcasts of selected presentations are available through the SERU) website <http://web.seru.sa.edu.au/Workshops.htm#wksh19>.

The LD team also continued to work in partnership with the Literacy Secretariat, SERU, ICAN and SACE to develop various resources and strategies to benefit children and young people with disabilities. As part of a whole-of-government strategy to provide support and advice to families of children with disabilities and learning difficulties, the LD team manages a special needs helpline.





## PUBLIC EDUCATION PROGRAMS THAT SPAN ALL STAGES OF EDUCATION (BIRTH-YEAR 12)

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

## TEACHING FOR EFFECTIVE LEARNING (TFEL) FRAMEWORK AND RESOURCES

This South Australian framework is central to implementing the newly released Australian Curriculum R-10, which is part of the national reform agenda. TfEL articulates the State policy position of the pedagogy ('the how') for Australian Curriculum implementation ('the what').

It is widely recognised that the quality of student learning is directly influenced by the teacher's pedagogy, or blend of theoretical understanding and practical skill that informs their style of instruction. Pedagogy has direct impact on learner engagement and lifelong learner identity, which plays a large role in a student's social and educational successes later in life.

The TfEL framework has a dual focus:

- a) The role of school leaders in creating the professional learning community of teachers in which they collectively develop their teaching and learning classroom practice towards a whole school approach.
- b) The role of teachers in creating learning environments which intentionally support, challenge and engage learners.

During 2011, the department produced the SA TfEL DVD resource and the TfEL *Review tools handbook* to support teachers and leaders reflect on and review school pedagogy. These resources were distributed to teachers upon request. Since 2010, 21 710 copies of the DVD and framework guide have been distributed to 773 sites including child care, kindergarten, primary schools, high schools and support units.

A total of 6 061 copies of the *Review tools handbook* has been distributed to 408 sites including child care, kindergarten, primary schools, high schools and support units.

These resources have also been provided to government school teachers who attend the State professional development days.

During 2011, eight of the 11 education regions leadership groups worked with the department's Teaching and Learning Services Team to familiarise themselves with the TfEL.

To date 28 000 copies of the TfEL framework have been distributed to teachers and leaders. Of this number, 232 have been sent to interested international parties, 611 to teachers and leaders interstate and 710 to higher education groups. Both the SA Catholic Education Office and the Independent Schools Association have requested departmental support in adopting the TfEL in 2012.

The Smarter Schools *Communities Making a Difference* national partnerships SA TfEL research project worked in parallel with TfEL during 2012. This project is researching the relationship between teacher's pedagogy, learner engagement and achievement and is creating significant interest from the University of Bristol in the UK, through Professor Ruth Deakin-Crick. Professor Deakin-Crick is keen to bring the SA research together with their extended lifelong learning inventory research, which would be a prestigious, leading edge educational research connection for the State.

The research findings to date have provided critical insights into patterns of pedagogy across low-SES schools, and is helping to shape future professional learning programs with schools across the State.

In 2012, the TfEL team will explicitly work towards 'TfEL in every classroom'. This will occur through continuing the work with school leaders through the regions and conducting extensive learning programs for all educators in the government school system to ensure all are competent users of the SA TfEL as a basis for their professional learning programs with schools.

## LITERACY SECRETARIAT

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The Literacy Secretariat was established in December 2009 to support a focused approach to literacy improvement for young South Australian public education students from birth to Year 12. A range of resources and programs now exist to enable regions, site leaders and teaching staff to enact the agreed expectations and directions of South Australia's Strategic Plan (SASP) and departmental priorities in literacy to support every child achieve to their potential.

### EARLY YEARS LITERACY INITIATIVES

During 2011, the *Early years literacy and numeracy* program funded a range of initiatives for 303 preschools and 506 schools. For details, see page 61 in Chapter One *Strengthening early childhood development*.

### PREMIER'S READING CHALLENGE

Now in its eighth year, the *Premier's Reading Challenge* is a literacy engagement program that challenges South Australian students from Reception to Year 9 to read 12 books by September each year, across all three education sectors. Students in years 10, 11 and 12 are welcome to continue their participation. A range of certificates and medals is awarded to students who complete the Challenge. Many schools incorporate the Challenge into their whole-of-school approach to literacy.

The Challenge has an emphasis on encouraging Aboriginal schools and Aboriginal students to participate. A total of 3 261 students identifying as Aboriginal completed the Challenge in 2011, a 4.6% increase from 2010.

The Challenge had strong participation from 25 special schools and disability units in 2011. Students experienced success in completing the Challenge which was an avenue for improving literacy outcomes for students with disabilities.

In 2011, the Challenge was completed by more than 119 777 students from all three education sectors, a 3% increase from 2010. Of these, 81 363 were government school students, which is approximately 61.9% of all DECD students from Reception to Year 9. In total, 96% of government schools (R-9) in South Australia participated in the Challenge.

The NAPLAN results for 2011 showed that government school students who completed the Challenge in years 3, 5, 7 and 9 showed higher reading scores than DECD students who did not participate in the Challenge.

### THE SOUTH AUSTRALIAN LITERACY AND NUMERACY EXPO

In recognition of National Literacy and Numeracy Week, led by the department, South Australia's Literacy and Numeracy Expo publicises the work of the Literacy Secretariat, the coordinator of this cross-sector event.

The 2011 expo theme, *Teachers make the difference*, focused presenter and participant attention on the capacity of teachers to improve learning outcomes for students. The two-day conference for birth to Year 12 teachers offered a choice of three keynotes and 64 teacher-led workshops. The expo program challenged and supported the classroom teacher audience with a range of speakers and the launch of many newly published teacher resources produced by the Literacy Secretariat.

### BIRTH TO YEAR 12 LITERACY LEADERS' NETWORK

This network for 800 literacy leaders from schools and preschools provides an integrated, strategic and focused approach to literacy professional learning for B-12 literacy leaders. In 2011 the network comprised three full-day face-to-face sessions, three half-day videoconference sessions, and a five-day website conference.

The number of participants in the B-12 literacy leaders' network increased by 25% in 2011 from 604 site-based members in 2010 to 801. In 2011 there were 978 participants in seven activities, an increase over 2010 attendance of 701 participants in six activities.

## SUSTAINED LITERACY PROFESSIONAL LEARNING

Engaging teachers in sustained literacy professional learning aims to support teachers to integrate theory with practice, engage but also challenge existing assumptions, knowledge and skills. The professional learning then provides multiple opportunities to learn and practice new knowledge and skills in a trusting, yet challenging environment. The courses below allow teachers to develop professional learning communities engage in new learning related to their contexts.

In 2011 the *Tactical Teaching; Reading professional learning* program supported training of 70 facilitators from six regional offices and 22 schools with years 8-10 enrolments. Trained facilitators delivered *Tactical teaching; Reading* training for 695 teachers in 17 schools.

*How language works* was completed in 2011 and made available to schools from February 2012. Its production coincided with and was aligned to the Australian Curriculum: English, particularly the 'language' strand in English, focusing on how the English language system works. Training of tutors in 2010 anticipated the significant demand on this course, with 262 participants engaging in 27 hours of learning about language and undertaking an equivalent commitment to professional learning conversations, between module activities and readings.

Similarly, *Teaching ESL students in mainstream classrooms* allowed around 130 participants to engage in 25 hours of professional learning around supporting ESL learners to develop language and literacy skills to access the curriculum.

The SA *Accelerated literacy* program (SAALP) continued in 2011 with 46 schools participating, gaining a program of sustained professional learning throughout the year and intensive support from a team of consultants. During 2011, SAALP was refined to be consistent with TfEL. Beginning work in understanding the Australian Curriculum and moving beyond English to other learning areas has also been a focus for 2011 and this will continue into 2012.

TORCH (Test of Reading Comprehension) analysis by Australian Council for Educational Research (ACER) shows SAALP students performing below the mean of national cohort (as anticipated for low-SES students) but showing greater growth than the national cohort in years 4-9.

*Running records* professional learning sessions continued to be offered statewide. Thirty two *Running records* teacher training sessions were held in all 12 regions. Approximately 440 teachers accessed the training (55 from the Aboriginal Lands).

The *Running records* facilitator pack and disk and the *Running records* teacher pack were updated and released in 2011 as *Running records teacher training: Improving reading outcomes for all learners*. As a result of requests from schools and regions guidelines were released for appropriate reading levels grouped in broadbands for Reception, Year 1 and Year 2 students.

## SUPPORT FOR NEW ARRIVALS WITH MINIMAL ENGLISH

In 2011, there were 1 926 students enrolled in 15 *New arrivals* program centres. From 2012, these centres are referred to as intensive English language centres for students who are newly arrived in Australia and some Indigenous students with minimal English.

Two new intensive English language centres were established at Blair Athol Nth R-7 and Kilkenny Primary School in response to the closure of Mansfield Park Primary School at the end of 2010, resulting in two secondary and 14 primary intensive English language centres.

After a review of newly arrived students' access to intensive English language support was undertaken during 2011, a revised transport policy was developed and three new centres at Hampstead Primary, Elizabeth Downs Primary and Darlington Primary will be opened from 2012. There will also be a more needs-based support model for new arrivals in regional areas.

The final report for the 2009-2011 *Targeted refugee interventions funding initiative in intensive English language*

centres was completed, providing an analysis of the impact and outcome data provided by the 15 centres whose students and parents benefitted from the funding.

The two educational psychologists supporting new arrivals in 2011 provided a psychological service to centres and professional development to school counsellors and department psychologists. These psychologists also strengthened collaboration with other agencies including Families (SA), DIAC and Red Cross, CAMHS.

### SUPPORT FOR STUDENTS WITH ENGLISH AS A SECOND LANGUAGE (ESL) INCLUDING ABORIGINAL STUDENTS

*ESL students – 2011 NAPLAN results at or above national minimum standard*

ESL students – 2011 NAPLAN results at or above national minimum standard				
Test aspect	Year 3	Year 5	Year 7	Year 9
Grammar	83.5%	80.8%	83.3%	74.1%
Reading	85.9%	81.7%	89.1%	80.2%
Spelling	86.0%	85.8%	87.2%	83.2%
Writing	90.3%	84.8%	86.6%	68.9%

Source: 2011 NAPLAN report

As at the DECD Term 3 2011 Enrolment Census, DECD supported 21 234 FTE ESL enrolments in 365 schools, including 3 184 FTE Aboriginal ESL enrolments, identified through school-based assessment of language need using the ESL Scales.

These students required various intervention supports to develop the Standard Australian English required at their respective year level of schooling.

NAPLaN results 2011 for ESL students at or above national minimum standard were positive.

### BILINGUAL SUPPORT

The bilingual school services officers assisted ESL students to access the curriculum in new arrival centres and mainstream schools. Bilingual school services officers in schools amounts to 8 250 hours of support in a wide range of languages.

### COMMUNITY LIAISON SUPPORT

Seven community liaison officers representing a range of community languages and cultures provided a service to sites and community groups across regions in 2011 which included all metropolitan regions as well as the Adelaide Hills, Far North, Limestone Coast and Murray-Mallee. They provided workshops including, *Literacy Leaders' Day*, *Refugee Week*, *Volunteers in Schools*. Feedback from schools highlighted the effectiveness of cultural awareness raising sessions.

### INTERPRETING AND TRANSLATING SERVICES

Interpreting and translating was provided to schools across the State with a range of services aimed at improving partnerships between schools and families.



## TEACHING 'THE ARTS' IN SCHOOLS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The department's approach to the teaching of 'the arts' from Reception to Year 12 in government schools is influenced by the *National education and the arts statement (2007)*. This statement is underpinned by three principles: high quality arts education at every phase of learning for all children; community partnerships; and connecting schools with the arts and cultural sector.

We have an ongoing partnership with the board of the *Come out* festival, which has been occurring biennially since 1974 and involves more than 100 000 children in schools and preschools and hundreds of teachers across South Australia each festival. This participation works towards meeting the revised South Australian Strategic Plan Target 99: Cultural engagement – institutions.

Arts education is a key component of the Windmill Theatre Company's activities and DECD supports this work through the allocation of a seconded teacher salary to manage the arts education program and associated research projects. As part of the education program, Windmill has initiated a number of arts education projects and research programs. This work includes providing curriculum links for students and teachers with the theatre productions through the development of teacher resources written within the context of the South Australian Curriculum Standards and Accountability framework, and the emerging Australian Curriculum, and delivering professional learning for teachers based on the *Teaching for effective learning* (TfEL) framework.

During 2011, teaching and learning of the arts in schools was supported in a number of ways, including:

- holding professional learning workshops that attracted 210 teachers from over 90 primary and secondary schools to share in opportunities for exploring new approaches in teaching the arts and building ICT skills
- a festival keynote address delivered by Professor Guy Claxton, which attracted more than 500 educators
- developing an education delegates package targeted at pre-service teachers to assist their participation in the *Come out* festival and build the expertise of future teachers of the arts
- developing the *Come out teachers' resource 2011* to support the teaching and learning of the arts within the context of the *Come out* festival and beyond
- enabling a wide range of arts workshops through the ARTSsmart program that attracted 800 students and were delivered by 14 professional artists
- developing digital teaching and learning resources linked to the ARTSsmart program with an emphasis on the Australian Curriculum and the use of the *Teaching for effective learning* (TfEL) framework and new media.

During 2011, 898 teachers from more than 530 schools registered as *Come out* 'arts ambassadors' to receive and promote education e-newsletters containing information about the festival and participate in the evaluation process. Also during the year, 1 600 students performed a song during the opening event of the *Come out* festival 2011.

During 2012, DECD intends to maintain the partnership with the *Come out* festival board, to support schools' involvement in the 2013 *Come out* festival and align the 2013 festival activities to the implementation of the Australian Curriculum: the arts due to be released late in 2012.

We believe it is important to strengthen schools' capacity to work collaboratively for local delivery of teachers' professional learning and the provision of experiences for students in a range of art forms.

Windmill Theatre has been awarded a third funding grant from Creative education partnerships with DECD, Arts SA and the Australia Council for the Arts for 2012 to support an arts-based project with the Mimili Anangu School and Community. This grant will be used to develop a SACE unit for senior students to develop a student-managed performance group.

## LANGUAGES EDUCATION ACROSS ALL SCHOOL YEARS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

Public education students learn a language other than English as part of the SACSA framework.

In 2011, languages activities in government schools reflected the priorities of the final year of the department's *Languages engagement strategy 2009-2011* and worked towards achievement of the *National Asian languages and studies program (NALSSP) 2008-2011*.

A key element of the *Languages engagement strategy 2009-2011* has been a focus on quality teaching and learning. A number of targeted professional learning opportunities to support teachers' linguistic and pedagogical skills and knowledge were provided throughout 2011. Several of these activities involved close collaboration with tertiary and intergovernmental providers. Opportunities were further enhanced through the *Language centre key teachers* initiative, which helped to build professional learning communities around the federally funded language centres and to support languages teachers to become effective users of ICT.

In 2012 this initiative will continue to have a technology focus but will also facilitate workshops aimed at developing teachers' language-specific proficiency and pedagogy.

The *Beginning and future language teachers* strategy continued in 2011 to provide a range of supports such as workshops,

presentations and mentoring to pre-service teachers at the three universities and to 58 DECD beginning-languages teachers. The department also worked with tertiary lecturers to assist them with their planning and programming.

The department's key language education activities in 2011 included the trial of newly developed Chinese and Japanese distance courses R-7 from the *Asian languages distance provision* project, in collaboration with the Open Access College. The development of new online courses has increased access, choice and continuity to languages students, with grant allocations enabling nine country schools to successfully introduce language programs to their curriculum offerings.

The specialist Asian languages clusters grants assisted schools across six clusters to plan and implement a range of activities to support transition and student engagement in language learning, demonstrated by positive outcomes such as an increase in student numbers and the creation of new languages programs and resources.

Collaboration between the department and Education Services Australia also led to the inclusion of the R-10 suite of distance resources for Chinese and Japanese in the national Scootle repository.

The role of families and communities in engaging with languages education was significant in relation to the learning of Aboriginal languages. Aboriginal language program initiatives provided supplementation funding to 45 schools to offer 49 Aboriginal languages programs to more than 4 000 students.

The importance of Australia's linguistic and cultural diversity was further acknowledged in 2011 through the allocation of 15 full-time equivalent salaries to support eligible R-7 students in 77 *First language maintenance and development (FLMD)* programs. Such programs contribute to the wellbeing and overall learning outcomes for students of non-English speaking background, including Aboriginal languages.

For secondary students, the *Vocational education training (VET) languages* strategy aimed to heighten student interest in further language study and provide students with an

alternative language learning pathway by linking language learning in the middle school to units from the nationally accredited Certificate II or III in Tourism. For more information about languages in government secondary schools, see page 82 in the chapter *Supporting the secondary years*.

## CULTURAL DIVERSITY

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

## ABORIGINAL CULTURAL EDUCATION

The inclusion of Aboriginal cultural studies in the school curriculum aims to help South Australian young people to develop an understanding of the historical and contemporary contributions, the stories, history and culture of South Australia's Aboriginal peoples. This program is tied to meeting South Australia's Strategic Plan (SASP) Target 27: Aboriginal cultural studies (ACS) is included in school curriculum by 2016 with involvement of Aboriginal people in design and delivery.

The department has led responsibility for the development of the curriculum resource and its alignment to the Australian Curriculum cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures, and to achieve the second part of the SASP target in relation to the participation of Aboriginal cultural specialists in the delivery of the curriculum in schools.

During 2011, following extensive consultation with Aboriginal communities and Aboriginal educators in schools and the tertiary sector, the draft curriculum resource was completed. It was endorsed by the Aboriginal Cultural Studies Steering Committee in September 2011.

The ACS online curriculum resource was aligned to the Australian Curriculum Phase 1 learning areas: English, mathematics, science and history. This alignment work will be an ongoing process until all learning areas of the Australian Curriculum have been published.

Six government schools with expertise in the delivery of Aboriginal cultural studies were supported to develop digital leader/teacher resources that demonstrate the implementation of the Australian Curriculum cross-curriculum priority, Aboriginal and Torres Strait Islander histories and cultures, using the ACS curriculum resource. These resources will be distributed statewide.

We are planning for national access to the Aboriginal cultural studies resource through Scootle, the repository of digital resources available nationally to support teachers implement the Australian Curriculum.

Data was collected through an annual survey to principals, in order to assess schools' progress towards the achievement of the government's target. Data indicated that 222 school sites out of 584 (38%) are now teaching Aboriginal cultural studies, mostly taught within the learning area of studies of society and environment (29%). Feedback has shown that content engages most students in the years 3-7 cohort (46%).

## ENGAGING STUDENTS WITH STUDIES OF ASIA

The department recognises various national imperatives about educating our students about Asian nations and becoming 'Asia literate', such as the Melbourne Declaration on Educational Goals for Young Australians, the Australian Curriculum, and the *National statement on Asia literacy in Australian schools 2011-2012*.

During 2011, schools were supported to increase Asia engagement in a variety of ways, including:

- building the capacity of nine Asia-literacy schools networks comprising 60 schools to facilitate teacher professional learning for the inclusion of Asia in teaching and learning programs
- the *Leading Asia literacy* project involving teachers from five primary and secondary schools to design Australian Curriculum teaching and learning programs and e-resources with an emphasis on *Teaching for effective learning* (TfEL) pedagogy, *Understanding by design* (UbD), and digital media

- the *Including studies of Asia* in a four-day professional learning course delivered in partnership with Flinders University for 38 school leaders and teachers with a focus on Australian Curriculum and the TfEL framework
- delivering the 9th UNESCO Australia-Korea English camp for global understandings for 14 DECD and 75 Korean teachers of English in South Korea from 4-18 January 2011
- working in partnership with the Adelaide Festival Centre centrED program to support 10 government schools participate in the Oz Asia festival moon lantern parade and artists in schools program.

Work undertaken by the department to promote engagement with studies of Asia to date has indicated increased educator knowledge in this field, and we have seen an increased capacity for schools to work collaboratively to organise local teacher professional learning and cultural experiences for students.

Digital resources have also been developed by DECD to support the implementation of studies of Asia and Australia's engagement with Asia in the Australian Curriculum. These will be published for a national audience in 2012.

## SUSTAINABILITY IN PUBLIC SCHOOLS

### STRATEGIC OBJECTIVE:

#### 4) A successful and sustainable organisation

The need for programs and initiatives in government schools and preschools that value sustainability is evidenced by national imperatives outlined in:

- the *Melbourne Declaration on Educational Goals for Young Australians*
- the Australian Curriculum
- *South Australia's Strategic Plan*
- the *Strategic plan 2012-2016 for public education and care*.

During 2011 the department continued with the Australian Sustainable Schools Initiative – South Australia (AuSSI-SA) partnership with the Department of Sustainability, Environment, Water, Population and Communities and the Adelaide Mt Lofty Ranges Natural Resource Management Board. There were 220 AuSSI-SA-registered schools in South Australia implementing programs such as *Engaging with nature*, *Education for sustainability* and *Youth action*.

Collaborative work was undertaken during the year with 10 schools to develop units of work based on the Australian Curriculum's cross-curriculum priority – sustainability – to share with all schools next year.



The Youth Environment Council (YEC) is a joint initiative between DECD and the Adelaide and Mount Lofty Ranges Natural Resources (NRM) Management Board. In 2011, 50 students drawn from 59 NRM education youth action groups gathered for sustainability leadership training, online Centra workshops and sharing forums. These young people worked with schools and in their communities to take action for sustainability.

Looking ahead, during 2012, four *Education for sustainability* forums will be led by DECD and the Adelaide Mount Lofty Ranges NRM Board. The forums will ensure that education for sustainability information and programs are discussed with all relevant government agencies to maximise community access and uptake of education for sustainability initiatives.

The Youth Environment Council (YEC) will be expanding in 2012 with 60 students representing their school community to plan for and take action for sustainability. A YEC Executive will be selected from this group to represent the environmental voice of South Australian youth through political and community forums.



## HEALTH AND WELLBEING

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

The department's healthy eating, physical activity and student wellbeing curriculum area encompasses:

- the health and physical education learning area of the South Australian Curriculum Standards and Accountability Framework (SACSA) and the Australian Curriculum
- the Premier's *be active* Challenge
- *eat well be active* primary schools
- healthy food in schools and preschools (Right Bite)
- Stephanie Alexander kitchen garden programs in schools
- road safety education
- the child protection curriculum
- responsible gambling education
- sexual health education.

Our goal is to improve student wellbeing with the assistance of the DECD *Learner wellbeing* framework. This framework uses the evidence that wellbeing is central to learning. Emerging and growing evidence of the importance of healthy eating and physical activity for improving, cognition, memory, concentration and behaviour are also used as an evidence base for placing children's wellbeing at the centre of everything we do.

## ACTIVITY AND OUTCOMES AT A GLANCE

### HEALTH AND PHYSICAL EDUCATION

- We developed processes for the writing and implementation of a national health and physical education curriculum.
- We supported schools and parents in relation to requirements for teaching and learning outcomes for health and physical education.

### PREMIER'S BE ACTIVE CHALLENGE

- 42 173 students participated in the Challenge – a 13% increase in the number of participants from 2010
- 484 students with a disability completed the Challenge – a 13% increase from 2010
- 301 schools and 62 home schools supported students to complete the Challenge.
- DECD schools represented 82% of the schools that participated in the Challenge.
- A total of \$155 000 was provided to schools to support physical activity in their communities through the provision of \$500 grants to 210 schools in June 2011. \$50 000 was also given to 50 high achieving schools in November 2011. Each school received \$1000. All grants were provided for the purchase of equipment or professional services or for release time for school staff to attend professional development in the area of physical activity.
- High profile South Australians acted as ambassadors for the Challenge and visited 30 schools during the year – talking to students about the ambassadors' careers, promoting physical activity as part of a healthy lifestyle and promoting the Challenge. These included visits to Mt Gambier and the Yorke Peninsula.
- Ambassador teams promoted the Challenge during 530 school visits and clinics during the year.
- We aim to increase the number of students participating in the Challenge during 2012.

## EAT WELL BE ACTIVE PRIMARY SCHOOLS

- 129 primary schools were engaged in teacher and parent capacity-building projects to improve healthy eating and physical activity outcomes (and thus learning outcomes) for students with a focus on *Index of disadvantage* schools 1-4
- We held the *eat well be active* primary schools expo showcasing the achievements of the project 2009-2011.
- We aim to engage at least an additional 21 schools in the project during 2012.

## HEALTHY FOOD IN SCHOOLS AND PRESCHOOLS (RIGHT BITE)

- We developed the healthy eating curriculum kit with links to first four Australian Curriculum learning areas and general capabilities of the Australian Curriculum.
- We developed and distributed resources to support ongoing implementation of Right Bite.
- We collaborated with SA Canteen Network to provide ongoing training and support for schools to implement Right Bite
- We collaborated with Flinders University to carry out an evaluation of implementation of Right Bite.

## STEPHANIE ALEXANDER KITCHEN GARDEN PROGRAM

- We managed the Australian Government's process for Round Four of grants for schools.
- We provided ongoing support for the 33 grant-recipient schools in South Australia.

## ROAD SAFETY EDUCATION

- We contributed towards future SA road safety education alignment strategies (as identified by Adelaide Thinker in Residence (ATiR) Professor Fred Wegman.
- We provided support and contributions to the Road Safety Advisory Council.
- We participated in key national networks such as the Road Safety Education Reference Group Australasia.

## CHILD PROTECTION CURRICULUM

- We supported school communities to meet the implementation requirements of *Child protection* curriculum.
- We promoted the *Keeping safe: Child protection* curriculum and appropriate training to schools and preschools.
- We took action on recommendations resulting from the evaluation undertaken in 2010 of the *Keeping safe: Child protection* curriculum.
- For more detail, see the section at right.

## RESPONSIBLE GAMBLING EDUCATION

- We worked with the Office of Problem Gambling to ensure school communities have access to current information and any opportunities that may arise for additional support.

## SEXUAL HEALTH EDUCATION

- We participated in the SA Health Steering Committee on HIV/AIDS and Hepatitis C, and in sexual health and information networking and education (SHine SA) focus schools reference group meetings.
- We supported and provided advice to schools to implement sexual health education.

## CHILD PROTECTION

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

The department makes vital contributions to the safety and wellbeing of young people through supporting their attendance and engagement with education and care and recognising when children and families need support. We also take steps to help find that support, and modify their care and teaching programs for children and young people harmed through family violence, abuse or neglect.

During 2011 the following progress occurred with child protection programs and initiatives.

### RESPONDING TO ABUSE AND NEGLECT – EDUCATION AND CARE TRAINING

A new version of this training was developed in collaboration with Catholic Education SA and the Association of Independent Schools SA for delivery to all persons employed in education and care settings. This one-day training program is a condition of employment and is subsequently updated on a three-yearly basis. In 2011 a new update course was developed as an online learning program. In 2012 this course will be accessed by all people employed in government and non-government education and care settings in South Australia.

### INDIVIDUAL EDUCATION PLANS FOR YOUNG PEOPLE IN CARE

A commitment to developing an individual education plan (IEP) for each child or young person in care (guardianship) enrolled in a government preschool or school was made as part of the whole-of-government Rapid Response service agreement (Families and Communities, 2005), which is part of the South Australian Government's *Keeping them safe*

child protection reform program (Government of SA, 2004). The IEP focuses on improving the educational outcomes of children and young people in care and DECD has established procedures for developing and implementing the plan that promote interagency collaboration.

During 2011, the department produced two IEP newsletters to support preschools and schools. An IEP checklist was published to support preschools and schools to develop and implement the IEP, mindful of the right of all young people in care to a 'good education' (*Charter of rights for children and young people in care*, Office of the Guardian for Children and Young People). Regional and Central Office staff supported preschools and schools to implement the IEP and provided support services to enable young people to achieve their potential. DECD and Families SA collaboratively provided metropolitan and regional training sessions for flexible learning options (FLO) coordinators and caseworkers on their role in the IEP process.

### STRATEGIES FOR MANAGING ABUSE RELATED TRAUMA (SMART)

SMART is a professional learning program developed by the department in collaboration with the Australian Childhood Foundation. It aims to enhance the capacity of school and early childhood personnel to effectively respond to the needs of children and young people who have experienced abuse and trauma. During 2011, 493 educators attended one of 16 professional learning days that focused on early childhood, the primary years and adolescents. Nine schools participated in SMART educational reform action research projects. A resource, *Transforming trauma 2011*, outlining the learning from these projects was also published.

## GUIDELINES FOR STAFF CONDUCT

*Protective practices for staff in their interactions with children and young people* was published in 2005 to provide clear guidance on the professional boundaries within which staff in education and care are expected to conduct their work with children and young people. The guidelines were revised in 2011 to incorporate all children's services as well as schools and to provide new advice for staff about the appropriate use of emerging technologies such as social media. The guidelines apply to all government and non-government settings and are included as part of the *Responding to abuse and neglect* education and care training.

## CHILD SAFE ENVIRONMENT STANDARDS

Under amendments to the *Children's Protection Act 1993* all agencies and organisations providing education and other services for children and young people were required to demonstrate compliance with child safe environment standards by 28 February 2011. DECD demonstrated this compliance through three 'blanket' statements submitted to the then Department for Families and Communities. The child protection policy for schools and children's services was also updated during 2011 to reflect both the *Children's Protection Act 1993* amendments and national quality standards for early childhood education and care and school-age care.

## LEARNER WELLBEING

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The *Learner wellbeing framework for birth to Year 12* has continued to support educators in preschools and schools to integrate a range of wellbeing-oriented approaches and initiatives that are inclusive of drug strategies, mental health and behaviour alongside other proactive school policies and programs.

The framework recognises the significant relationship between wellbeing and learning. It provides tools to map, reflect on and improve practice across a site's learning environment, curriculum and pedagogy, partnerships, and policies and procedures. It also explores the social, emotional, cognitive, physical, and spiritual dimensions of wellbeing.

The report *Thriving at our place*, details the findings of the Wellbeing for learning inquiries involving 58 schools and preschools from 2008-10, and is available at [myintranet.learnlink.sa.edu.au/library/document-library/controlled-framework/learner-wellbeing-framework-from-birth-to-year-12.pdf](http://myintranet.learnlink.sa.edu.au/library/document-library/controlled-framework/learner-wellbeing-framework-from-birth-to-year-12.pdf) (staff login required)

In 2011, the new *Learner wellbeing* framework resource, *Understanding student engagement* was released. Associated professional learning has assisted teachers to identify and understand the signals of young people's wellbeing and involvement as prerequisites to engagement in learning and success at school.

## HEALTH AND EDUCATION SUPPORT

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

During 2011, the department continued to work with government and non-government agencies to support safe and non-discriminatory education and care for children and adolescents with physical and psychological health care needs.

The *child health and education support services (chess)* statement of collaborative intent between DECD and these agencies underpins the work on health support planning including training, policy and resource development and Hospital Education Services (HES). This agreement will be reviewed in 2012 within the recently developed agency structure and will be linked with departmental strategic plan and priorities.

Resources have been developed to support the department's health support planning guidelines and associated practices. Resources developed in 2011 include fact sheets on food tastings (for young people with gastro feeds), transfers and positioning, oral eating and drinking, intravenous management, guidelines for completion of medication logs and information for health professionals completing medication authorities.

The *chess* webpage is continuously updated to reflect current information and resources and the recent addition of 'chess chat' a section for young people is currently being developed to include relevant resources that target the needs of young people with physical and psychological health care needs.

The department has continued to offer educators and care providers its basic emergency life support (ECD BELS) course specifically designed for people working with children and adolescents. This unique-to-South Australia first aid course was delivered to more than 5 800 participants across at least 500 programs in 2011. First aid modules for individualised first aid such as anaphylaxis and intra-nasal midazolam and seizure management were delivered to approximately 565 participants

through approximately 50 programs. The anaphylaxis and intra-nasal midazolam training programs are currently under review with Red Cross Australia (SA) and relevant health professionals.

The department's health resources are now linked into the General Practice SA Health Provider registry to ease access by and distribution to GPs, specialists and allied health professionals. DECD information on the registry includes policy information, care plans and contact details of the department's policy advisor, Interagency Health Care. This registry is available via free web access to all registered providers and will improve access to the department's health support planning information by health professionals.

The new Education and Care Services National Regulations will be implemented during 2012 and will align with current health guidelines to meet the standards in health and personal care support and first aid.

Hospital Education Services (HES) provides services at Women's and Children's Hospital (W&CH), Flinders Medical Centre (FMC), Lyell McEwin Hospital and Port Augusta Hospital. Other HES services include Adolescent Services Enfield Campus (ASEC) and Behavioural Intervention Services (BIS). The HES enrolment figures for 2011 are 1 582 students: W&CH 780, FMC 563, Port Augusta 4; Lyell McEwin Hospital 67, ASEC 121 and BIS 47 students.

HES provides a preschool program to support children who qualify for a preschool service while in hospital. The preschool coordinator develops programs and mentors teachers in their delivery and evaluation. The aim is to provide children with a play-based program and ensure an effective transition back to preschool or school following their discharge. The preschool service had 112 enrolments for 2011.

We will continue to work with government and non-government agencies on supporting young people with psychological and physical health care needs.

## BEHAVIOUR AND BULLYING

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The department's school discipline policy states that DECD, school communities, services and agencies will work together to create learning communities that are safe, inclusive, conducive to learning and free from harassment and bullying. All government schools are required to have an anti-bullying policy in place.

Schools are provided with support to manage bullying incidents through 38 regionally based behaviour specialists and 273 school counsellors.

The Coalition to Decrease Bullying, Harassment and Violence in South Australian Schools provides advice to DECD. Membership includes national and international experts (Professors Ken Rigby and Phillip Slee and Drs Barbara Spears and Shoko Yoneyama), representatives from the three schooling sectors and representatives from South Australia Police. Academic members of the coalition are active in presenting research and advice for DECD initiatives and conferences.

In February 2011 an assault occurred on a student at a northern suburbs school. After public and media commentary and concern about departmental policies and processes for dealing with bullying and violence-related incidents in schools, and the responses of schools, SAPOL and DECD regional and central offices, the then Minister for Education, Hon Jay Weatherill, MP, commissioned Mr Bill Cossey AM, to review aspects of DECD processes and procedures related to bullying and violence in schools. More information is available at [www.decd.sa.gov.au/portal/aboutdept.asp?group=bullyingreport&id=cosseyreport](http://www.decd.sa.gov.au/portal/aboutdept.asp?group=bullyingreport&id=cosseyreport)

All public education and care sites were informed via a circular to site leaders, of the implementation of Cossey review report recommendations with an emphasis on anti-bullying initiatives. A DECD audit of school anti-bullying policies will be undertaken in 2012.

Public education sites actively participated in the National Day of Action against Bullying on 18 March 2011. Students in South Australian schools participated in a range of anti-bullying activities including making scarecrows around the school to keep away bullies (Playford Primary School) and designing t-shirts (Burton Primary School).

A Cyber Safety Symposium was held for more than 100 educators, featuring Australian academic experts Professor Donna Cross, Dr Barbara Spears and the Australian Communications and Media Authority. The conference provided educators with an understanding of supporting safe online experiences for children and young people, incorporating the most up-to-date information about cyber bullying.

Responding to Homophobic Bullying Symposium was held for 100 school-based counsellors and wellbeing leaders. The symposium enabled educators to increase familiarity with current policy, practice and research, explore issues of homophobic bullying, identify resources and plan for action for their schools.

DECD facilitated a symposium for more than 50 educators on peer support programs for students with disabilities. Professor Phillip Slee provided the keynote address. The symposium featured a showcase of site practice and presentations from department personnel on supportive strategies for students with disabilities.

The department developed resources to support the implementation of the 2011 National Safe Schools Framework. Professional learning on the updated framework and supporting school resources are provided for interagency behaviour support coordinators and school counsellors. Resources are available on our website.

A student cyber safety summit provided students with access to research expertise in cyber safety and the opportunity to contribute views for further action on cyber safety. Seven secondary schools attended at the Education Development Centre with another site participating through Centra Virtual Classroom. Six hundred and thirty-five public education students participated in an online survey. Resources, survey outcomes and keynote presentations from the summit will be available to all sites in 2012. A key outcome is the formation of a student advisory group in cyber safety. The student group will provide advice to the department and the coalition in 2012.

In 2011 key DECD documents were updated and distributed to schools. These included:

- *Making our sites safer: e-crime guidelines* so that site leaders are clear of actions to take when there is a suspected e-crime or the wellbeing of a student or staff member is threatened through the use of technology.
- *Bullying and harassment at school: Advice for parents and caregivers* brochure was reprinted and circulated to all public schools for distribution to the school community.
- *Cyber-safety: Keeping children safe in a connected world* which offers guidance to principals in safely managing school online environments. The updated guidelines will be available to schools electronically in 2012.

*Safer DECD schools – A resource to make DECD schools safer through the reduction of bullying, harassment and violence and the provision of child protection initiatives* was developed, connecting research with effective, whole-school practice. Academic members of the coalition contributed their expertise and evidence-based resources. This resource was distributed in January 2012.





## BETTER BEHAVIOUR CENTRES

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

During 2011 three metropolitan better behaviour centres for students from years 3 to 7 were established to provide an early intervention approach. The centre at Salisbury Downs opened during Term 1, while the other two centres at Woodville and Huntfield Heights primary schools began operation in Term 3.

Research affirms the importance of positive, caring relationships between students and teachers, so the students maintain enrolment at their home school, attending both the program and school in a flexible arrangement. This provides schools with a part-time alternative program for those students who, at a given point in time, require intervention beyond the capacity of a mainstream classroom.

In addition, a country better behaviour centre was established during Term 1 at Murray Bridge for secondary students, or those about to begin secondary school, to provide intensive behavioural and educational support for students who have exhausted all other regional support provisions. The aim of the centres is to return students to regular schools or support their transition to other education or employment opportunities.

Each of these centres is supported by a family coordinator who works with the individual students and their families. This is an approach not used before in any DECD behaviour centre. The involvement of families will ensure a holistic approach to the implementation of appropriate behaviour management strategies.

Students receive intensive support in both literacy and numeracy and additional programs in areas such as social skills and anger management strategies. To date 63 students and their families have been supported with this new service.

Two further centres will begin operation during Term 3 in 2012 – a primary centre at Elizabeth East Primary School and a secondary country centre at Port Lincoln.

## SCHOOL DRUG STRATEGY

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

With a focus on drug prevention and early intervention, teachers and school leaders in government schools are supported to promote student wellbeing, and address alcohol and other drug-related issues.

Through health and other curriculum areas, students begin to learn protective behaviours to be safe. They develop strategies to respond positively to situations which influence their health, to communicate assertively and to seek support when concerned about drug-related issues.

The revised document, *Intervention matters: A policy statement and procedural framework for the management of suspected drug-related incidents in schools* (2011), was distributed to all schools and regions and professional learning conducted on request. Partnerships with South Australian Police (SAPOL), Drug and Alcohol Services South Australia (DASSA) and health-related agencies were strengthened to support student behaviour change, wellbeing and engagement.

In 2012, the cross-sector *School drug* strategy will have a focus on promoting partnerships between teachers, students, parents and community to help prevent and reduce tobacco and alcohol-related harm.

# Chapter One Strengthening early childhood development



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11

# Strengthening early childhood development

## ■ AT A GLANCE

### CHILDREN'S CENTRES

There were 23 children's centres operational in South Australia by end-December 2011.

### ABORIGINAL CHILDREN AND FAMILY CENTRES

South Australia is establishing four Aboriginal children and family centres under the Indigenous Early Childhood Development National Partnership.

### NATIONAL PARTNERSHIP AGREEMENT – NATIONAL QUALITY AGENDA

During 2011, the Minister for Education and Child Development made a decision that from full implementation of the National Quality Standard as of 1 January 2012, government preschools will be externally regulated by the new State Regulatory Authority.

### NATIONAL PARTNERSHIP AGREEMENT ON EARLY CHILDHOOD EDUCATION

By 2013, all South Australian children will have access to a quality early childhood education program (preschool) delivered by a four-year university-trained early childhood teacher. Implementation of this initiative continued in areas of high disadvantage and Aboriginal populations.

### PRESCHOOL ACCESS AND PARTICIPATION OF ABORIGINAL CHILDREN

The number of Aboriginal children enrolled in preschool continued to increase, from 1 242 in 2010 to 1 275 in 2011.

### PRESCHOOL SUPPORT FOR CHILDREN WITH A DISABILITY

The department supported 2 000 preschool children with a disability in 2011.

### OUT OF SCHOOL HOURS CARE CONTINUED TO GROW

Out of school hours care (OSHC) has been the fastest growing child care service in the past decade. By mid-2011 there were 36 675 places available in South Australia.

### ENGAGING FAMILIES IN THE EARLY CHILDHOOD DEVELOPMENT STORY

The department will lead Stage 2 of this national initiative that aims to share neuroscience evidence effectively with parents that positive, nurturing parenting is vital, and that the first five years affects their whole life.

## **INTRODUCTION – EARLY YEARS**

Public education and care in South Australia supports families with a range of local services for children from birth to school age to help children flourish and prepare them for school and life.

The early years are vitally important to the future health and success of our children, as recognised by studies in neuroscience, which have shown that brain development during the early years of a child's life from birth until five sets the path that affects their health, learning and wellbeing into adulthood.

Within the department, the Office for Early Childhood Development works toward every child achieving their potential through the provision of quality teaching and learning in early childhood education and care, while building effective connections with families and communities.

We value our partners in our regions, other government departments, local government and community organisations in achieving the delivery of responsive, quality and sustainable education and care systems. We are working in new ways, based on available evidence, to meet the needs of our children and families today and into the future.

This office within the department provides leadership in early years policy, research, learning and development, integrated education and care services, optimal service delivery and the implementation of National and State reforms in the early childhood development sector for South Australia. For details of national partnerships and initiatives, see the chapter on the department, page 15.

## **STATE REFORM AGENDA**

A Child Friendly South Australia was approved by the SA Government as a policy priority in November 2009. The priority is being led by the department in consultation with the Department of the Premier and Cabinet (DPC).

The initiative expands on the UNICEF Child Friendly Cities framework that has been adopted in many countries

throughout the world. South Australia aims to develop a network of child-friendly communities and cities linking together to realise the statewide child-friendly vision.

A memorandum of understanding was developed in 2010-11 with the Local Government Association and individual councils will become accredited 'child friendly cities' from 2012.

In 2011 elements of the accreditation framework were trialled in partnership with local government, communities and not-for-profit organisations. This included consultations with young children and families for the purposes of developing a 'children's plan' model for local communities.

The Child Friendly South Australia reform is a key initiative in connecting with communities and a range of multidisciplinary and cross-sector partners to place children of all ages at the centre and recognise children as valued South Australian citizens with a voice in decisions that affect their lives.

Significant progress was made in 2011 in achieving improved outcomes for children, families and staff in the early childhood education and care arena around maximising development, learning and wellbeing through child-centred policy and practice in a range of programs.

## **SERVICES FOR CHILDREN**

### **CHILDREN'S CENTRES FOR EARLY CHILDHOOD DEVELOPMENT AND PARENTING**

Children's centres are an innovative concept in the delivery of early childhood services that recognise the vital importance of the early childhood years. The services and programs offered at children's centres reflect community needs.

The State Government is establishing 34 children's centres for early childhood development and parenting to provide easy access to family support, child care, education and health services for children from birth to eight years and their families.

At 31 December 2011, there were 23 children's centres operational across South Australia.

Children's centres are staffed by multidisciplinary teams including teachers, child care workers, community development coordinators, allied health workers and family services coordinators.

Community development coordinators focus on community capacity building as an integral part of the children's centre model. Community development coordinators are appointed at each children's centre to develop partnerships within the community and with other agencies, and to encourage and support parents and families to actively participate in all the activities of the children's centre.

Family services coordinators provide support to targeted children's centres to improve outcomes for children and families experiencing disadvantage, parenting difficulties and child development issues.

Children's health needs are supported through the provision of health promotion programs that promote dental health, nutrition, physical exercise and healthy lifestyles. In addition, from July 2011, eight FTE allied health positions, including speech pathologists and occupational therapists, were employed in SA Health teams to complement programs in children's centres that build the capacity of staff and parents to improve children's developmental outcomes.

Local councils and non-government organisations are important partners in extending the work of the children's centre within their communities.

Participating non-government agencies include Anglicare SA, Australian Breastfeeding Association, Australian Refugee Association, Autism SA, Centacare, Community and Neighbourhood Houses and Centres Association, Good Beginnings, Lutheran Community Care, Novita, Playgroup SA, Relationships Australia SA, Save the Children, The Smith Family, Uniting Care Wesley and YWCA.

## **FAMILY DAY CARE**

Family day care offers parents the opportunity for their child to have affordable, personalised care by a qualified educator in a safe and nurturing home environment. Family day care educators care for children of all ages and offer care during work hours, before and after school, during school holidays, overnight and weekends.

Educators can care for a maximum of four children under the age of five and an additional three school-age children at any one time. Small group care means children can easily build relationships with the other children and their educator. Family day care also provides the opportunity for siblings to be cared for together in the same home.

At 30 June 2011, there were 816 family day care service providers, catering for 3 422 places.

## **IN-VENUE FAMILY DAY CARE**

In-venue family day care offers child care within existing preschools or other community venues in rural and remote locations. In 2011 these programs operated at Lock and Marion Bay. Lock continues to operate, Marion Bay ceased to operate when the family day care provider moved from the area. In Lock, five children attended these services (offered for two days a week), while seven children attended at Marion Bay (offered three days per week).

## **INTEGRATED SERVICES**

Integrated services have been established in smaller rural communities where community-based childcare centres would not be viable. They provide a service for working families that is inclusive of childcare care and preschool as a 'one stop shop'. The services were established in the mid-1990s and are still meeting community needs.

Fourteen rural integrated services currently operate in smaller rural communities. DECD is continuing to support the community of Keith to implement a new rural integrated service from 2012.

Benefits of integrated services include:

- quality care for children from birth to school age
- 'one stop shop' for families
- child care benefit for families
- qualified teaching staff in the preschool program.

## LEARNING TOGETHER

*Learning together* is a program for families with children aged birth to three.

It is an intergenerational early childhood program that aims to improve early learning for children from birth to three years through working with their families. A growing body of research shows that involving families in their children's learning makes a positive difference to adults and children within the family.

The program connects families to each other and to a range of service providers in family-friendly environments, builds social capacity and enables the development of shared understandings about children's learning. By engaging parents and carers in the learning and development of their children, parents themselves grow in both formal and informal ways, including connecting with further education. Each *Learning together* program has developed strong connections with a range of interagency partners to enhance their work with families. Collaborating agencies include Children, Youth and Women's Health Services, Community Health, hospitals, Families SA, Communities for Children, and Centacare.

At December 2011, 791 families with 1 032 children participated in the program. Attendances have increased approximately 57% during the year. Nine per cent of these families were from Aboriginal backgrounds.

Ongoing programs operate from Café Enfield, Fraser Park School in Murray Bridge, Carlton Aboriginal School in Port Augusta, Christie Downs School, Para West Adult Campus, Airdale Primary School in Port Pirie and Newbery Park Primary School in Millicent.

In addition, five outreach teachers are now linked with existing Learning together programs at Christie Downs School, Enfield Primary School, Para West Adult re-entry campus and Carlton Aboriginal School in Pt Augusta. These teachers are extending the program to 13 schools in surrounding areas.

*Learning together* was recognised by the OECD as an 'innovative learning environment' in 2011.

A family survey was conducted for the fourth time and recorded the following results.

Survey statements	% agree to change
I play more with my child	69
I talk more with my child	62
I read more to my child	58
I sing more with my child	70
I understand my child more	79
I am a more confident parent	79
I am more confident about talking to educators	81
My child communicates better	82
My child plays more with other children	87
My child is more confident	88
My child sings more	82
My child asks me to read to them more	69

Source: Learning Together annual family survey 2011

*Learning together @ home* is primarily a home-visiting program although fieldworkers also connect with families through groups. There are 22.8 (full-time equivalent) fieldworkers in most areas of South Australia. The purpose of the program is to support families' ability to be involved with their children's learning through play. Eligibility includes families who are socially or geographically isolated, families with physical or mental health issues, and children at risk due to poverty, delay or disability.

In Term 3 of 2011, 628 families with 812 children were receiving services through this program. There were 2 583 contacts with families and 2 094 of these were home visits.

A family survey was conducted for the first time in 2011 and recorded the following results. Families were asked about changes in behaviours, knowledge and confidence for themselves and their children as a result of their involvement with *Learning together @ home*.

Survey statements	% agree to change
I play more with my child	82
I talk more with my child	83
I read or look at books more with my child	74
I sing more with my child	69
I understand my child more	86
I am a more confident parent	84
I am more confident about taking my child to playgroup, kindy or child care	81
My child communicates better	91
My child plays more	91
My child is more confident	93
My child is learning more	85
My child asks me to read to them or look at books more often with them	80

Source: Learning Together@Home family survey 2011

## OCCASIONAL CARE

This program is often the first link for families to early childhood and community programs that support their parenting and family health needs. In many instances occasional care fills the gaps that are unable to be met by the child care sector, particularly in communities where there is no other care available or where local care services are full with families which invoke a higher priority under the Australian Government Child Care Benefit eligibility criteria.

DECD delivers an occasional care service in some government-funded preschool centres across South Australia under the leadership of the preschool site leader. The program offers families who are generally not accessing any other children's service the opportunity to access a sessional care program, usually once a week, for their children aged birth to four years.

The benefits of occasional care include:

- a low-cost care option for non-school age children
- simple enrolment and payment processes
- short-term, quality care that is flexible
- an opportunity to introduce children and new families to preschool.

By 30 June 2011 there were 87 government-operated occasional care services throughout South Australia.

## OUT OF SCHOOL HOURS CARE SERVICES (OSHC)

Through the provision of accessible, affordable quality care, OSHC services contribute to the economic and social wellbeing of families, children and communities by assisting families to manage the competing demands of work, study and family responsibilities. OSHC services contribute to a healthy and successful life for school-aged children by providing quality care and recreational experiences before school, after school, on pupil-free days and during school holidays.

At 30 June 2011 there were 334 out of school hours care services providing 36 675 places. More than 60% of OSHC services are operated by public school governing councils. OSHC is the fastest growing child care service in the State. The demand for these services increased from June 2010 by 998, making a total of 36 675 places available for before and after school care and vacation care. Maintaining quality and meeting service demand are issues for this growing sector.

## PLAYCENTRES

Playcentres offer a play-based early childhood development program for children aged from birth to five years. The majority of playcentres operate in rural areas from a school and a playcentre leader coordinates the program. In 2011, there were 29 playcentres.

## PLAYGROUPS

Playgroups offer parents and their children an opportunity to meet regularly and socialise, share experiences, and learn together through play and having fun. These groups offer the opportunity for parent and children to connect with their communities and to develop support networks. Playgroups may be located in government preschools or other community locations.

## PRESCHOOL

Preschool is a planned educational program for children in the year before they start formal schooling. A preschool may be co-located with a range of other programs including child care, early learning programs, and health and parenting programs.

The preschool setting includes spaces and opportunities for both indoor and outdoor learning where children can engage in a range of play, art, music, literacy, numeracy, science and technological experiences. The learning program in government preschools is developed using the *Early years learning framework: Belonging, Being and Becoming* (EYLF) and the development of children's wellbeing, communication and social skills have a very high priority.

Preschool programs build on the vision of the EYLF and aim to ensure that all children experience learning that is engaging and builds success for life. The framework draws on conclusive international evidence that early childhood is a vital period in children's learning and development.

Families are welcomed and supported to become actively involved in the program. The child's family culture and social experiences are acknowledged as being central to their development and learning.

The DECD preschool program is designed and delivered by degree-qualified teachers who use the EYLF to support their work and planning for children's learning. Educators focus on building good relationships with children and their families. Through quality teaching they support children's early development as the foundation for lifelong learning.

Preschool education programs are provided in a range of government-funded centres, including kindergartens, school-based preschools and integrated centres (these centres provide sessional preschool for eligible children integrated with long-day care). Preschool is also available in some long-day-care centres.

Children may attend up to 15 hours of preschool per week in their eligible preschool year. Some children have access to early and extended enrolments. Lunch-time care may be available for children attending whole days.

By 30 June 2011, there were 367 government-operated and grant-funded preschools with 18 771 enrolled children.



## RESPIRE CARE

The DECD *Respite care* program is jointly funded by the Australian Government *Home and Community Care* (HACC) program through a collaborative arrangement with the Minister for Ageing. The program targets support for families with moderately to severely disabled children, including those with complex health needs. Respite care is provided by trained care providers either in their own home or in the family's home.

## RURAL CARE

Rural childcare is a long-term partnership between the Australian and South Australian governments that aims to expand access by families in small rural communities in South Australia to a wider range of high quality care and education services. This promotes better learning and development opportunities for young children in rural South Australia and help balance work and family responsibilities.

The benefits of the *Rural childcare* program to the local community were validated in the 2008 *Rural child care evaluation report* conducted by the de Lissa Research Centre (University of South Australia). The evaluation concluded that the service provided more than just a childcare service for families. They provided valuable information on child development and local services for children and families, social support for children and parenting support for mums and dads.

The *Rural childcare* program offers a centre-based long-day-care service for children 0-12 years in rural communities in selected government preschools. Services are approved to care for seven children, of which no more than four children are non-school aged. Services are open for a minimum of eight hours a day, five days a week and 48 weeks per year.

The rural care service operates in conjunction with the Department for Education and Child Development, under the sponsorship of the preschool/school Governing Council. The preschool director or the school principal is responsible for the day-to-day management of the service.

There are 14 rural care sites. Cleve, Tumby Bay and Cummins rural care services have continued to provide an increase in their number of places to further support local families.

Service	2009	2010	2011
Preschools <sup>1</sup>	388	383	367
Children's centres <sup>2,3</sup>	7	13	23
Integrated centres <sup>3</sup>	21	22	22
Playcentres	29	30	29
Child care centres	329	335	337
Family day care <sup>4</sup>	848	822	816
Rural care	13	13	14
Occasional care <sup>5</sup>	86	86	87
Vacation care	250	253	256
Out of school hours care <sup>6</sup>	329	331	334
Learning Together @ Home	15	15	12

### Notes:

- 1 Includes centres staffed or funded by DECD including some non-government preschools, children's services centres and school-based preschools (including Aboriginal and Anangu preschools). Excludes outreach centres, integrated centres and children's centres.
- 2 Children's centres are integrated services for children aged 0-8 and their families. They offer a range of education, licensed care, health and family services provided by DECD, SA Health, SA Department for Families & Communities and non-government organisations.
- 3 Figures reported separately for integrated centres and children's centres.
- 4 Figures represent the number of family day care educators.
- 5 Occasional care includes DECD-funded services in preschools, community-based and other funded programs.
- 6 OSHC services include Australian Government-approved before, after and vacation care services and State-funded vacation care services. Figures include all outreach services. Services offering vacation care are included in both the number of vacation care services and the number of out of school hours care services in this table, therefore if determining the total number of early childhood services the vacation care figure must not be included.

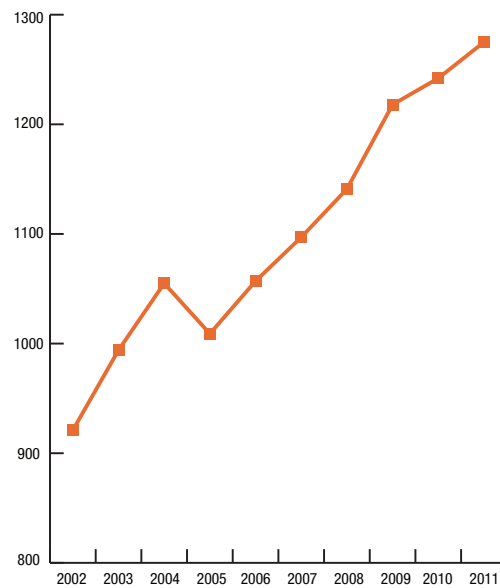
Source: Location Services System, DECD Office of Early Childhood Development

Number of children in services

Service type <sup>1,2</sup>	2008	2009	2010
Child care centres <sup>3</sup>	27 350	30 360	30 570
Out of school hours care	22 980	21 890	22 310
Preschools (including outreach centres)	17 362	17 521	17 654
Vacation care	17 460	16 520	16 440
Family day care	10 201	10 516	10 054
Integrated centres	2 176	2 560	2 603
Occasional care centres	2 050	2 278	2 165
Learning Together @ Home	641	721	673
Children's centres	843	726	1 305
Playcentres	276	283	225
Rural care	229	243	265

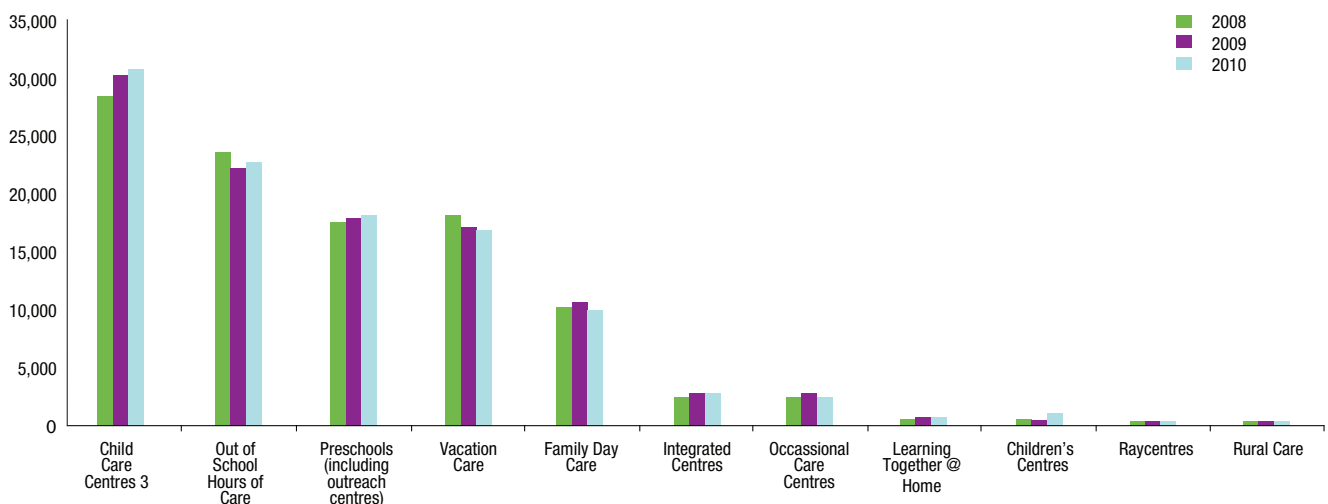
1 The numbers for child care centres, out of school hours care and vacation care are estimates, as the response rate for the annual census is less than 100%.  
 2 Family day care data reflect the number of registered children. Data for integrated centres and children's centres includes all children attending regardless of the program being accessed.  
 3 Figures for child care centres for 2008 and 2009 have been revised from previously published data, to separately report children's centres data.  
 Figures exclude services that are DECD-licensed but not DECD-funded.  
 Source: Annual Census of Children's Services 2008-2010, Family Day Care from Harmony Data Base

Preschool enrolments – Aboriginal children



Source: Population Projections for South Australia and Statistical Divisions, 2006-36, December 2010 release, Planning SA

Number of children in services



Source: Location Services System, DECD Office of Early Childhood Development

*Preschool enrolments – 2007-2011*

Number of enrolments	2007	2008	2009	2010	2011
Total children accessing preschool	17 267	17 869	17 555	18 339	18 771
Total 4-year-olds accessing preschool ('Universal Access' reporting)	0	0	364	3 811	4 836

Notes: 2007-2010 figures have been revised. This affects distributions; the totals as previously reported are the same.

Note: For 2009 & 2010, the data represents 4-year-old children only enrolled in preschools participating in the Universal Access initiative. Includes children enrolled in all DECD-funded or managed preschools (ie, includes child-parent centres, children's services centres, centres known as 'affiliates', grant-funded, Catholic, integrated, special preschools and children's centres). Excludes playcentre enrolments.

Source: DECS/DECD Preschool Staffing Data Collection, Term 2, 2007-2011.

## NATIONAL INITIATIVES TO BENEFIT YOUNG CHILDREN

### ENGAGING FAMILIES IN THE EARLY CHILDHOOD DEVELOPMENT STORY

*Engaging families in the early childhood development story* is a Ministerial Council for Education, Early Childhood Development and Youth affairs (MCEECDYA) project led by the Department for Education and Child Development.

The project supports the reform priority under the *National early childhood development* strategy to engage parents and the community in understanding the importance of early childhood.

The *Engaging families* initiative is founded on two critical assumptions for which there is compelling evidence:

- Parenting matters: parents are the first and primary educators of children
- Brain development in the prenatal period and early years affects physical and mental health and learning in childhood and adult life.

Promoting positive understandings about early development has the potential to lead to the reduction of many aspects of disadvantage, including later learning problems and developmental delays.

The aim of this initiative is to share the evidence with parents using a nationally consistent and universal approach through easily understood key early childhood development messages. This will increase their understanding of the crucial role that quality early childhood education and care plays in contributing to their child's development.

The first stage of the project was a research phase that identified 11 key messages from the neuroscience to share with parents and the community. MCEECDYA endorsed the release of the four reports on 8 December 2010.

In 2011, DECD was successful in receiving funding of \$680 000 over two years from the MCEECDYA national project fund to lead Stage 2. Stage 2 of the *Engaging families* initiative focuses on sharing the neuroscience evidence effectively with parents through a range of strategies that includes building an 'alliance' of like-minded organisations, engaging business to fund a social marketing campaign, trialling parent engagement strategies and developing a parenting toolkit for practitioners working with families.

In 2011, SA established the National Steering Group comprising representatives from three ministerial advisory committees and one subcommittee. The group will provide advice on the direction of the project and commenced building strong partnerships with key government and non-government organisations to support the project objectives.

For reporting on national partnerships relating to the early years (Early Childhood Education (Universal Access), National Quality Agenda for Early Childhood Education and Care, and Indigenous Early Childhood Development) see the chapter about the department, page 16.

## AUSTRALIAN EARLY DEVELOPMENT INDEX (AEDI)

The AEDI is a national collection focusing on young children's development. Following the success of the first national implementation in 2009, where data was collected for 99% of children in their first year of full-time school, the Australian Government has made a commitment to collect this important data every three years.

The AEDI measures five areas of early childhood development from information collected through a teacher-completed checklist:

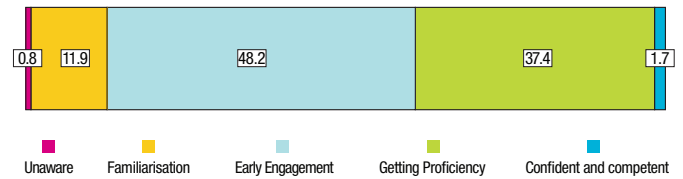
- physical health and wellbeing – whether a child is healthy, independent, ready for school each day
- social competence – looks at how a child plays, gets along with others, is patient, not aggressive or angry
- emotional maturity – whether a child is able to concentrate, help others and shares, is self-confident
- language and cognitive skills (school-based) – whether a child is interested in reading and writing, can count and recognise numbers and shapes
- communication skills and general knowledge – whether a child can tell a story, communicate with adults and children, articulate themselves.

During 2011 the AEDI team worked closely with communities to:

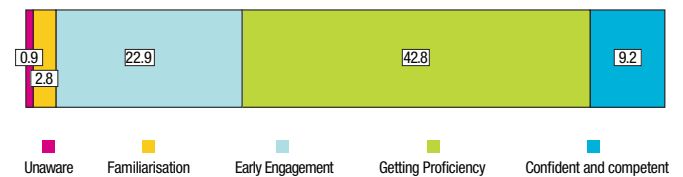
- engage them in discussion about their data and in making decisions about future directions to support local early childhood development
- encourage the sharing of best practice
- host workshops for AEDI data users
- host statewide presentations on a snap shot of South Australian AEDI data
- encourage municipal planners and developers to utilise AEDI data in their strategic planning.

Seventeen communities obtained an AEDI grant to further early childhood development in their communities. Four AEDI communities were filmed as case studies. These will be available

EYLF Term 2, 2011



EYLF Term 4, 2011



Source: Implementing of Belonging, Being and Becoming, Early Years Learning Framework for Australia, internal questionnaire 2011

to support other communities in their practical application of AEDI data. Five local AEDI ambassadors were supported to work in their communities with AEDI data and further support early childhood development locally. Their communities are Tatiara, Gawler and Light, Tea Tree Gully, Kangaroo Island and Port Pirie.

## IMPROVING EARLY LEARNING

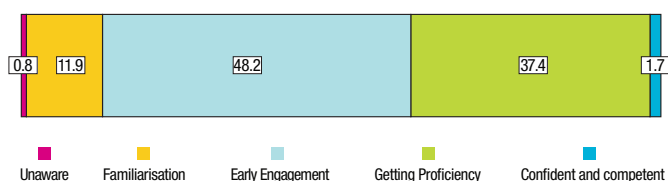
### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

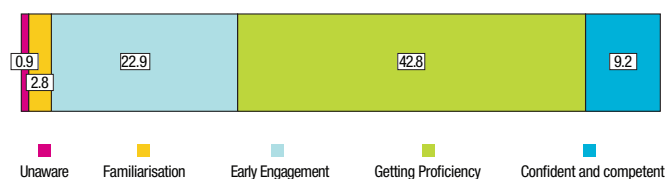
## BELONGING, BEING AND BECOMING – THE EARLY YEARS LEARNING FRAMEWORK FOR AUSTRALIA

Support for implementation of *Belonging, being and becoming – the early years learning framework for Australia* continued in 2011 through the *EYLF Implementation leadership* project. This inquiry based project focuses on pedagogical leadership in the context of the *Early years learning framework (EYLF)* and the National Quality Agenda.

Respect, Reflect, Relate Term 2, 2011



Respect, Reflect, Relate Term 4, 2011



Source: Implementing of Belonging, Being and Becoming, Early Years Learning Framework for Australia, internal questionnaire 2011

Case studies and artefacts in the form of ‘Spotlights on practice’ were collected and published on the Early Years website as useful references for other educators and services across the State to assist in the implementation of the EYLF. Other resources developed have related to developing aspects of the National Quality Standard.

Growth is clearly evident in the engagement with the EYLF as a result of the focus of educators and the support of central office and regional support staff.

Digital and print resources were developed in 2011 to support the engagement of educators with assessment for learning and development in the early years using observation scales, *Reflect, Respect, Relate*. The package of resources was provided to all regional early childhood consultants. Support for the use of materials and the resource is available through the early learning curriculum.

Programs about *Reflect, Respect, Relate* were delivered in regions to support local staff understanding of the observation scales and reflective practice in their work of implementing the National Quality Standard. Targeted release days as part of the *Early years literacy* strategy provided an opportunity

to focus on how the use of *Reflect, Respect, Relate* and the EYLF support improvement in the context of the National Quality Standard. This focused effort has shown a clear change in understanding of the work of *Reflect Respect Relate* in improving outcomes for children, as shown in the graphic (left).

## EARLY YEARS LITERACY INITIATIVES

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

During 2011, the *Early years literacy and numeracy* program coordinated by the Literacy Secretariat funded a range of initiatives for 303 preschools and 506 schools as part of its focus on the early years.

Early years literacy resources, targeted for practitioners and developed by the department, continue to be in high demand. The Literacy Secretariat also published papers regarding understanding the reading process as part of the research into practice series.

As a result of the recommendations from the 2011 *Early years literacy and numeracy* program funding review, the 2012-2014 Early literacy learning strategy will replace the *Early years literacy and numeracy* program funding, from the beginning of 2012.

The 2011 statewide Year 1 *Running records* data indicated improvement as follows:

#### All children

- 70.7% of Year 1 children at or above age level
- 2.6% increase from 2010 and a 2.7% increase from the Year 1 baseline 68% (2007)

#### Aboriginal children

- 31.9% of Aboriginal Year 1 children at or above age level
- 0.5% increase from 2010 and a 1.9% increase from the Year 1 baseline 30% (2007)

Consistent positive feedback was received from educators for the ongoing professional learning opportunities offered through *Running records*, *Reading recovery*, early years mentoring and in the *Aboriginal three-year-old* program.

Regional mentor projects, new for 2011, were established in four regions to extend existing networks in response to local and regional priorities.

## READING RECOVERY

From 2003 to 2010, a total of 2 043 children accessed the department's *Reading recovery* program. Of these children, 9.7% were Aboriginal and 90.3% were non-Aboriginal. In 2011, *Reading recovery* was offered in nine schools.

### Outcomes for all *Reading recovery* students, 2003-2010

- 70% of participants have been successfully discontinued at levels of reading and writing that would enable them to engage in the classroom program at or above the class average. Internationally recognised research shows the majority of these children will continue to progress in the classroom program.
- 12% of participants were recommended as potentially requiring further ongoing additional assistance as determined by the school leadership team, while 5% transferred to other schools while on the program. Thirteen per cent of students had incomplete programs, and would be expected to complete their programs and discontinue during the next school year.

## RUNNING RECORDS

*Running records* is an assessment tool based on international benchmarks for identifying a child's reading strategies once they are reading continuous texts. It is a more valid measure of a child's reading behaviour at Year 1 than a standardised test.

This assessment is a specific tool used to analyse Year 1 and Year 2 children's reading progress. Teachers of Year 1 and Year 2 students are encouraged to enter *Running records* text levels data twice a year with the collection at the end of term 1 (April) being optional and the Term 3 collection (September) being expected.

### Total 'running records' collected in

#### Term 1 and Term 3, 2011

- 238 schools submitted a total of 11 621 records across Year 1 and 2 in April in the Term 1 (optional) 2011 data collection.
- 422 out of a possible 450 schools (93.77%) submitted a total of 20 988 records across Year 1 and 2 in the Term 3 data collection.

## FOCUSING ON ABORIGINAL CHILDREN

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

Developed through the *Early years literacy and numeracy* program, a resource for Aboriginal three-year-olds aimed to develop sustainable teaching and learning approaches with better early literacy outcomes for young Aboriginal children.

The Aboriginal three-year-old program supports 191 sites with additional funding and resources. Teachers were appointed in 13 centres: Minya Bunhii Child Care and Kindergarten (Ceduna), Port Lincoln Children's Centre, Tinyeri Children's Centre (Murray Bridge), Kaurna Plains Preschool and Childcare (Elizabeth), Kalaya Children's Centre (Queenstown), Christie Downs Kindergarten, Flinders Children/TjiTji Wiltja Children's Centre (Pt Augusta), Whyalla Stuart Early Childhood Centre, Kura Yerlo Child Care Centre (Largs Bay), Melaleuca Kindergarten, Oceanview Colleague Preschool, and Wynbring Jida Preschool. Records show that attendance and participation rates increased, which supports the early entry to preschool policy for Aboriginal three-year-olds.

During the year, the department also worked in partnership with the Australian Government's Department of Education, Employment and Workplace Relations (DEEWR) on the development of early childhood centres at Amata Anangu School and Indulkana Anangu School on the Anangu Pitjantjajara Yankunytjatjara (APY) Lands. The centres will focus on early child development through working with

parents to support parenting capacity to promote optimal development for infants and toddlers. The programs such as playgroups will provide an opportunity for parents and children to attend the centre together and to participate in a range of programs such as early learning, health promotion activities, early intervention programs and family support. Services and programs may be delivered by government and non-government agencies and will reflect community needs.

### EARLY YEARS ARTS INITIATIVES

#### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The department's approach to the teaching of 'the arts' from Reception to Year 12 in government schools is influenced by the *National education and the arts* statement (2007). Full reporting on the arts in schools is covered in the chapter 'About the department' on page 37.

In addition to the initiatives detailed there, we engaged the Windmill Theatre to conduct various programs relevant to children in the early years, including:

- conducting research in four child care centres to determine the key creative elements that provoke response from children aged from 2-4 years and the connection to early literacy development
- developing and delivering an early years theatre production based on South Australian author (and Premiers Reading Challenge ambassador) Phil Cummins' book, *Boom Bah!* in partnership with the University of South Australia's School of Education
- delivering 20 post-production arts-based workshops involving 1 000 children and their families to promote the understanding of picture books to performance with a focus on literacy development

- providing 279 young children from childcare centres/ kindergartens with free tickets to the production as part of Windmill Theatre's social inclusion policy.

### TEACHING LANGUAGES IN EARLY LEARNING

#### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

Two of the *National Asian languages and studies in schools* program (NALSSP) initiatives in 2011 demonstrated that the department supports and values innovative and effective practice. The Languages in early childhood settings pilot explored sustainable models for extending language learning to more than 400 children in nine early childhood settings in a range of languages. Funding support enabled collaborative planning amongst educators to occur and resulted in the development of resources by the language providers to support ongoing languages education in these sites after the pilot finished in Term 3, 2011.

Also during 2011 the *Multilingual literacy* project, a joint research project between DECD and Flinders University involved 10 pilot schools (R-2 classroom teachers and languages teachers) and will continue in 2012 with expanded involvement of a further 20 schools.

### ENGAGING FATHERS: A REPORT OF THE FATHERHOOD ENGAGEMENT RESEARCH PROJECT 2009-2010

#### STRATEGIC OBJECTIVE:

- 3) Connect with communities

The *Fatherhood engagement research* project was an 18-month research project led by South Australia's children's centres for early childhood development and parenting.

It aimed to support the development and implementation of father-inclusive practices that value and support men in their fathering role, encourage the participation of fathers, and consider fathers in all aspects of services delivery.

The project was based on compelling evidence that positive, involved fathering has enduring benefits for children in terms of their cognitive outcomes, emotional regulation, social competence and wellbeing. An underlying assumption was that fathers will access services if services are accessible, relevant and responsive to their needs. This requires a deliberate effort on the part of service providers to ensure that environments are user friendly and fathers can confidently interact with programs.

An audit tool was developed to support father-inclusive practice in relation to service culture and environment; service relevance and accessibility; strategic planning and accountability; and staff skills, knowledge and attitudes.

The subsequent report details 10 principles and strategies that were agreed upon as important in guiding father-inclusive practice in children's centres. The report also identifies six recommendations to increase the ability of children's centres and other child and family services to support the active engagement of fathers in their young children's development. The report is available at [www.childrenscentres.sa.gov.au](http://www.childrenscentres.sa.gov.au).

## MY TIME OUR PLACE – EDUCATORS' GUIDE

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

In 2011 the department led the development of a national educator's guide to support the implementation of the *My time, our place* (MTOPE): *Framework for school-age care*. The MTOPE educator's guide comprises a series of sequential resource papers that will support school-age

care educators and teams to use the framework to provide a play-based, recreational and leisure program that extends and enriches children's learning and development.

A group of 20 educators from out of school hours care (OSHC) services, long-day-care centres and family day care services providing school-age care participated in the project to develop a series of learning stories and educator reflections to incorporate into the guide. These stories and reflections provide examples of what the principles and practices within MTOPE look like in a school-age care setting.

In addition, educators involved in this project collected samples of children's voice, highlighting their opinions and perspectives related to what is important to them about four key areas of the framework: transitions, collaboration with children, learning through play, and environments.

This project was funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR), which will publish the guide in 2012 and distribute nationally to all services that provide school-age care.

The guide will be a valuable resource for educators, assisting in program planning and evaluation of school age care programs in OSHC, long-day-care and family day care settings.

## HEALTHY EATING AND PHYSICAL ACTIVITY IN THE EARLY YEARS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The *Healthy eating and physical activity in the early years* project (2006–2011) is jointly supported by SA Health and DECD. The project aims to change educators' knowledge, skills and practices around healthy eating and daily physical activities.

As of December 2011, 72 early childhood sites have been involved in this project and 24 early childhood services across SA are now in a 10-month cycle of action research.



The model for the project is more regionally based, allowing stronger networking between educators and links with other SA Health projects such as *eat well, be active* primary schools and OPAL (Obesity, Prevention and Lifestyle).

## OUT OF SCHOOL HOURS CARE (OSHC)

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

## OSHC FORUMS

The department, together with Gowrie SA facilitated 11 forums across the State during August and September 2011. Forums were held in Mount Barker, Gawler, Noarlunga, Whyalla, Penola and at the Education Development Centre, Hindmarsh.

The forums provided the sector with an update on the Education and Care Services National Law Regulations, National Quality Standard assessment and rating process and the *My time, our place (MTOP): Framework for school-age care* to support them to transition to the National Quality Framework that took effect from 1 January 2012.

The forums enabled an environment for educators to network and share ideas about implementing the new National Quality Framework and discuss some of the implications for their work. They focused on the:

- key requirements of the National Quality Agenda
- relationship between the Education and Care National Regulations, National Quality Standards (NQS) and the *My time, our place (MTOP): Framework for school-age care*
- implementation of the NQS and MTOP and the implications for OSHC services.

Participants included governing council members, operators, principals, OSHC directors, educators, finance officers and DECD regional staff. With over 400 participants, a total of 249 OSHC services were represented (75% of approved services in South Australia).

## OUT OF SCHOOL HOURS CARE QUALITY IMPROVEMENT GROUP

Since 2003, the Out of School Hours Care (OSHC) Quality Improvement Group has been assisting the department to develop a coordinated and coherent approach to quality improvement in OSHC across South Australia.

Apart from DECD, the group includes representation from the following key associations, support agencies, the Australian Government, and non-government agencies:

- Out of School Hours Care (SA) Association
- Department of Education, Employment and Workplace Relations
- South Australian Primary Principal's Association
- Gowrie Adelaide Professional Support Coordination Unit
- Inclusive Directions
- Novita Children's Services
- Network SA
- Catholic Education Office
- Association of Independent Schools
- TAFE SA
- Lutheran Schools Incorporated.

During 2011 the OSHC Quality Improvement Group assisted with:

- achieving consistency – developing consistent processes between DECD, Catholic Education Office and the Australian Independent Schools Association relating to annual self assessment checklists against South Australian standards for OSHC and staffing exemptions

- disseminating information to the sector – for example by accessing established stakeholder networks such as the South Australian Primary Principals Association’s chat line to disseminate information and provide relevant updates to principals
- strengthening linkages with key stakeholders – providing opportunities for principals and OSHC directors to share issues facing their site and collaboratively develop policies, resources and tools to help address, for example, the development of a checklist for site leaders to manage the relocation of OSHC services because of building works on site, a security checklist and a policy for children not collected from OSHC
- collaborative work and joint projects – key stakeholders from this group were involved in the review of the approved qualifications for OSHC in line with the planned implementation of the National Quality Framework for early childhood education and care and out of school hours care.

## REVIEW OF OUT OF SCHOOL HOURS CARE WORKERS’ QUALIFICATIONS

During 2011, the department established a Qualifications Working Party with representation from OSHC SA, TAFE SA in the South Australian Department of Further Education, Employment, Science and Technology (DEFEEST) and the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

This group reviewed the approved qualifications for OSHC to ensure the qualifications provided the relevant skill set to enable educators to meet the needs of school-age children in a recreation and leisure setting. The group identified additional qualifications, relevant to school age care, to be included.

The new list of approved qualifications enables greater flexibility for services, will help address workforce shortages and is reflective of the current range of relevant qualifications offered. Approved providers must ensure that individuals appointed as qualified educators hold an approved qualification from the updated list.

## SUPPORTING YOUNG CHILDREN WITH A DISABILITY OR ADDITIONAL NEEDS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The department supports compliance with the Disability Discrimination Act (DDA) through the provision of inclusive learning environments that facilitate equal access and increase learning outcomes for children and students with additional needs. For full DDA reporting see page 113.

### PRESCHOOL SUPPORT

The *Preschool support* program enables children who have a disability or additional need to attend their local preschool. Support includes the provision of additional staff to implement individually tailored programs which are devised in consultation with centre staff, parents and relevant professionals that are engaging with the child.

Regional support staff provide a range of services and supports to sites, including assessments, training and development and program advice and recommendations.

Support by specialist teachers from the Briars Early Learning Centre consultative service is also provided as needed for those children with more complex needs around curriculum and resource planning.

All children have a negotiated education plan (NEP) including an individual learning plan that highlights their individual goals, strategies and outcomes. Regular reviews are held to ensure that these are updated.

During 2011, the program provided support for some 2 000 children whose range of additional learning needs included Autism, global developmental delay, speech and/or language delays, physical impairment, hearing and vision

impairment or challenging behaviour. The *Preschool access profile* is used to determine the level of support, which can range from a half hour to up to 10 hours per week.

Children attending early entry and pre-entry who required a high level of support due to the severity of their needs were also provided with support.

### **INCLUSIVE PRESCHOOLS**

The Inclusive preschool program caters for children with high support needs who require a specialised individual program, including those with severe and multiple disabilities, Autism, Global Developmental Delay or a combination of physical social and cognitive needs.

There are seven inclusive preschool programs across the metropolitan and country regions with up to six children attending each program. The programs are located within mainstream preschools and are staffed with a specialised teacher and early childhood worker. The children are able to interact and generalise new skills learnt with their age appropriate peers. Additional support is provided by specialised teachers from the Briars Early Learning Centre who provided a range of services including resources, curriculum and planning advice.

### **SPEECH AND LANGUAGE PROGRAMS**

There are eight speech and language programs based in eight metropolitan preschools catering for young children with severe speech and or language needs. These programs provide a high level of specialised support and are staffed with a speech pathologist and a specialised language teacher. They aim to strengthen children's communication by improving their talking and listening skills and ability to learn and interact with others in a mainstream setting. Each child's program is generalised across all the learning areas of the preschool curriculum to achieve the best outcomes.

### **PAEDIATRIC SPEECH PATHOLOGY**

In April 2009, the Inter Ministerial Council, Early Childhood, agreed on the introduction of a single service system for paediatric speech pathology services in South Australia. The Paediatric speech pathology project was established in September 2009 to develop and implement a new model in South Australia. Both DECD and SA Health are involved in the project, which is being led by the Women's and Children's Health Network.

The project plan had three key phases: analysis, development and implementation. During the implementation phase undertaken in 2011 the operational elements of the model were developed. The model is now pending approval for implementation.

### **SUPPORT FOR BABIES WITH HEARING IMPAIRMENT**

In collaboration with SA Health, DECD Special Education implemented a process to ensure that all families whose baby or child was diagnosed with impaired hearing are informed of the value and availability of early intervention support. This process ensures each child has the best opportunity to develop age-appropriate language, and enter school with adequate learning skills.

In 2011, the DECD psychologist provided support and counselling to 45 families of newborns following diagnosis of impaired hearing to help their engagement with early intervention services, in addition to managing another 60 referrals for older children and students who had been diagnosed with impaired hearing.

## AUSLAN EARLY LEARNING

This program provides an accessible preschool learning environment for children who use Australian Sign Language (Auslan) as their primary mode of communication and are unable to comprehend spoken language. In addition to those with a significant hearing impairment, the program also caters for children with normal hearing who have deaf parents and have Auslan as their primary/home language.

The program is based at Klemzig Primary School and provides a preschool program, delivered in Auslan by early childhood staff who are teachers of the deaf, plus Deaf instructors who are also part of the Deaf community. The program prepares children with significant hearing impairment to access and participate in the curriculum alongside their hearing peers when they begin school. As all students at Klemzig Primary School learn Auslan as a language other than English (LOTE), participants in this program are able to enter a school environment where sign language is the norm.

## INTERVAC

Intervac funding is provided by the State Government to approved out of school hours care services and State-funded vacation care services where there is a need for additional educators to facilitate the inclusion of children with additional needs or disabilities. The department has a strong commitment to providing meaningful opportunities for children and students with disabilities within inclusive settings where all children have the opportunity to play and interact with a whole range of people.

In 2010-11, 92 OSHC services accessed this funding to provide care for a total of 354 children. A total of 24 910 hours of subsidised care was funded through this initiative. This represents an increase of 813 hours of care.

## FAMILY CONTACT PROGRAM

Children's centres for early childhood development and parenting are assisting in breaking the cycle of multigenerational vulnerability and disadvantage through the implementation of the *Family contact* program.

Family contact is the process of supporting contact between family members and children who have been placed on a Youth Court Care and Protection Order and are in out-of-home care placements. By providing family contact in children's centres, families and children are given access to an environment and resources specifically designed to foster quality early learning opportunities for children. Parents are also introduced to other services and programs at the centre to support their children's learning and development and their role as parents.

Through this multi-professional approach to supporting families, parents develop skills that foster and strengthen a positive relationship with their children that may lead to reunification. In 2011, six families who participated in the program were fully reunified. A further nine family contact playgroup families are in the final stages of reunification.

## PRESCHOOL BILINGUAL PROGRAM

The *Preschool bilingual* program supports preschool services in increasing access and participation of cultural and linguistically diverse backgrounds (CALD) and four-year-old Aboriginal/Torres Strait Islander children who speak additional language/s or dialects as their home language, with a focus on 'humanitarian entrant' status.

The department's bilingual early childhood educators are employed through the program to support preschools to develop a curriculum that fosters the child's home language and identity, literacy, numeracy, a sense of belonging and children's wellbeing as described in the *Early years learning framework* (EYLF).

The focus is on maintaining the child's home language while supporting their development of the English language. Our educators provide support for preschools to run programs that are inclusive of the needs of CALD and Aboriginal children

and their families, and assist preschool services to support children's development and maintenance of their home language. They also support preschools to develop effective and positive communication and links with parents, staff and other government and non-government organisations

During 2011, approximately 4 300 children were supported by 130 bilingual-early childhood workers in 65 community languages as diverse as Congolese, Dinka Swahili, Bengali, Gujarati, Arabic Farsi, Vietnamese, Hindi, Spanish French, Dari, Khmer, Romanian, Liberian, Aboriginal English, Baluchi and others in 200 preschools throughout South Australia. A total of 46 Aboriginal four-year-olds were supported during 201. Three CALD children under the Guardianship of the Minister were supported during 2011.

Early childhood educators access specific professional learning together with bilingual workers allocated to their centres. During 2011, more than 200 early childhood educators participated in professional learning sessions organised by the *Preschool bilingual* program. These ranged from diversity and the EYLF, children's behaviour and cultural practices and the EYLF, music from around the world and the EYLF, inclusive practices and the EYLF, information sessions about the department's programs, information session for bilingual staff about National Quality Standards, planning and programming with the EYLF in mind, and observations and the three Rs.

The *Preschool bilingual* program is distributing 3 000 books translated into 12 community languages to more than 400 South Australian preschools in April 2012. These books will be available for educators to share with families their centre's literacy programs.

Approximately 75% of the multilingual workforce of this program holds a tertiary qualification obtained in their country of origin. Half of these are trained teachers. While their qualifications are not recognised in Australia, and while working for the department in the *Preschool bilingual* program and studying in one of the SA universities, seven have obtained a teaching degree, and are now teaching in SA preschools. One of these staff members has since had the opportunity to fulfil an acting director position in a northern region preschool.



# Chapter Two

## Enhancing development in the primary years (R-7)



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11

# Enhancing development in the primary years (R-7)

## ■ AT A GLANCE

### **SUPPORTING MATHS AND SCIENCE IN SCHOOLS**

Strategies to improve student take-up and outcomes in maths and science and to boost teacher confidence in these subjects continue to show positive results.

### **SUPPORTING LANGUAGES IN SCHOOLS**

Second language pathways and opportunities for students at government schools continue to expand, with a focus on Aboriginal languages, Asian and European languages.

### **ABORIGINAL ENROLMENTS INCREASE**

Aboriginal student enrolments increased in South Australian primary schools by 3.1% in 2011.

### **CLOSING THE GAP**

The Australian Government provided \$30 million through the *Closing the gap* initiative to expand intensive literacy and numeracy programs for underachieving Indigenous students.

### **ICANS IN PRIMARY SCHOOLS**

The ICAN program focused on meeting the needs of school students at severe risk of disengaging from school and provided 952 primary school students with case management services.

## SOUTH AUSTRALIA'S STRATEGIC PLAN (SASP) TARGETS – ALL STUDENTS

### STRATEGIC OBJECTIVE:

#### 1) Every child achieves their potential

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008. Children in school years 3, 5, 7 and 9 are tested annually on aspects of literacy and numeracy. 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](http://www.myschool.edu.au)).

Over the three years of NAPLAN testing, South Australia's NAPLAN results have remained stable with no materially significant trends emerging. South Australia's position relative to other states and territories is similar from year to year.

Likewise the results for each year-level group from year to year are stable.

In South Australia's Strategic Plan, the Government defined our State targets in student achievement of reading, writing and numeracy, as monitored by the national NAPLAN reporting as:

- By 2020, for reading, writing and numeracy, increase by five percentage points the proportion of SA students who achieve:
  - above the National Minimum Standard
  - higher proficiency bands. (Baseline 2008)

The revised reporting focuses on lifting the achievement of the lowest achieving students and on raising the proportion of higher achieving students. The new target also provides a clearly stated expectation of performance: fewer children doing poorly, more children doing better.

Year	Aspect	At minimum standard	Above minimum standard	High proficiency bands
		(%)	(%)	(%)
3	Reading	12.6	79.4	38.4
	Persuasive Writing	7.4	86.7	35.1
	Numeracy	15.2	78.9	22.7
	Spelling	11.5	79.0	33.6
	Grammar	10.6	80.4	39.9
5	Reading	15.9	74.2	23.6
	Persuasive Writing	15.6	74.7	17.4
	Numeracy	17.8	75.3	16.1
	Spelling	14.7	74.6	21.2
	Grammar	13.1	76.9	27.9

#### High proficiency bands

Year 3 Band 5, 6 and above  
 Year 5 Band 7, 8 and above  
 Year 7 Band 8, 9 and above  
 Year 9 Band 9, 10 and above

Source: 2011 NAPLAN report

In 2011 there was changed focus on improving the SASP target of high achievements for South Australian children and ensuring that more children achieve the national minimum standard.

This data also includes those students who were absent or exempted from testing.



## SOUTH AUSTRALIA'S STRATEGIC PLAN (SASP) TARGETS – ABORIGINAL STUDENTS

Although there is a gap between outcomes for Aboriginal students and all students, our expectations remain high for these students in achieving excellence and results above the national minimum standards.

Year	Aspect	At minimum standard	Above minimum standard	High proficiency bands
		(%)	(%)	(%)
3	Reading	23.6	48.6	11.2
	Persuasive Writing	19.6	57.9	10.2
	Numeracy	32.7	46.3	4.9
	Spelling	21.0	44.2	10.6
	Grammar	21.5	43.0	9.0
5	Reading	27.2	40.2	4.7
	Persuasive Writing	26.0	39.5	3.7
	Numeracy	34.9	39.3	2.7
	Spelling	24.0	41.9	5.8
	Grammar	23.6	36.0	4.3

### High Proficiency Bands

Year 3 Band 5, 6 and above  
 Year 5 Band 7, 8 and above  
 Year 7 Band 8, 9 and above  
 Year 9 Band 9, 10 and above

Source: 2011 NAPLAN report

## MATHS AND SCIENCE

### PRIMARY MATHEMATICS AND SCIENCE STRATEGY

#### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

This departmental strategy aims to have all primary students benefiting from strong, high-quality mathematics and science programs evidenced by guaranteed instruction time for mathematics and science. The program specifies that:

- from 2011, years 4 to 7 students are spending a minimum of 120 minutes per week on science and 300 minutes per week on mathematics and numeracy
- from 2011 Year 3 students are spending a minimum of 90 minutes per week on science and a minimum 300 minutes per week on mathematics and numeracy
- from 2013, Reception to Year 2 students will be spending a minimum of 300 minutes per week on mathematics and up to 90 minutes per week on science.

Familiarisation and implementation of the Australian Curriculum in science and mathematics is supported by the *Primary mathematics and science strategy* (PMSS), with teacher-facilitators working directly with teachers to provide localised and tailored support.

This strategy has a critical role in increasing the number of students who work confidently in these areas at both secondary and tertiary level.

During 2011, 369 PMSS workshops were delivered, with 10 284 registrations. Professional learning was provided for both cluster-based teacher facilitators and school-based focus teachers. Fifteen leaders' workshops with a standards, assessment and reporting focus were delivered. Five science

units of learning were written and trialled to support Year 7 teachers in implementing the Australian Curriculum. The units provide a rigorous year-long program for Year 7 students.

The *Maths for all* and *Primary science connections* professional learning programs offered a selection of 22 full-day and three online workshops targeting mathematics and science content knowledge, appropriate pedagogy for teaching, and planning and assessment strategies. The *Primary science connections* program began in 2010. An evaluation of the strategy in regard to science is currently underway. Edith Cowan University is the external evaluator and the process currently involves 230 teachers and 6 000 students.

The *Maths for all* program, which began in 2011, was developed by DECD specifically for primary teachers. An evaluation of the strategy with a focus on mathematics will be developed in 2012.

Models for delivery were developed and refined by the department during the year in response to requests for:

- specific regional models to meet local needs eg, remote schools
- pupil-free day professional learning on a school or cluster basis
- tailored, negotiated support for Australian Curriculum familiarisation with a specific focus on designing and assessing for learning in mathematics and science.

The Primary Mathematics Association was a delivery partner in 2011. PMSS funding was used by clusters to engage professional associations and independent consultants to support implementation of minimum teaching times and Australian Curriculum.

In 2011 work with teacher facilitators focused on the Australian Curriculum and building local capacity. A focus on achievement standards, *Teaching for effective learning* and key mathematics and science learning were priorities.

In 2012, additional development for focus teachers and trainer training sessions for teacher facilitators will be priorities.

Also in 2012, providing professional learning and support to Reception to Year 2 teachers will be a priority. This learning will aim to develop teacher content knowledge and pedagogical understandings and support the implementation of Australian Curriculum R-2: mathematics and science.

In 2012 the PMSS will again support the implementation of Australian Curriculum and the State *Teaching for effective learning* framework and will focus on designing for learning, developing quality assessment tasks and reporting against the Australian Curriculum achievement standards in mathematics and science.

## THE ARTS IN PRIMARY SCHOOLS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The department's approach to the teaching of 'the arts' from Reception to Year 12 in government schools is influenced by the *National education and the arts statement* (2007). Full reporting on the arts in schools is covered in the chapter 'About the department' on page 37.

In addition to the initiatives detailed there, the department seconded a teacher working with the Windmill Theatre to conduct various programs relevant to children in the primary school years, including:

- enabling 120 students from four primary schools to participate in 20 artist workshops as part of the 2011 Australian Government initiative *Creative education partnership artists in residence* program. This initiative provided students with a broader understanding of the processes involved in the creation of theatre and the roles of professionals who work in the arts industry

- developing a digital teaching and learning resource linked to one of the performances resulting from the Creative education partnership artists in residence program, showing connections to the *Teaching for effective learning* framework and new media.

### **INDIVIDUAL SUPPORT AND ENGAGEMENT (ICANS) – PRIMARY SCHOOLS**

#### **STRATEGIC OBJECTIVE:**

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

The ICAN goal is to strengthen student and family engagement with school, through an individual case management approach that addresses student and family barriers impacting on school attendance, engagement and learning achievement. The primary school program focuses on meeting individual learning needs (specifically in literacy and numeracy) that influence a student's ability to make a successful transition to high school.

Significant funding (\$900 per student), per term is provided to the school of enrolment to engage the services of a professional case manager (social worker, psychologist or highly skilled youth worker) to work intensively with the student, family and teacher to address key barriers to successful student engagement in learning. In 2011, 952 primary school students at severe risk of disengaging from school were provided with case management services. For full details about ICANS, see page 86.

### **HEALTH AND WELLBEING**

#### **STRATEGIC OBJECTIVE:**

- 1) Every child achieves their potential
- 2) Excellence in education and care

The primary schools program is part of the overall departmental strategy to promote health and wellbeing in preschools and schools. This program that focuses on primary schools is reported in more detail on page 41.



## SUPPORTING ABORIGINAL PRIMARY SCHOOL CHILDREN

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

## KEYS TO UNLOCKING THE FUTURE – ABORIGINAL STUDENT LITERACY

DEEWR provided \$30m funding through the *Closing the Gap* initiative to expand intensive literacy and numeracy programs for underachieving Indigenous students. The *Keys to unlocking the future* initiative aims to support improved outcomes in literacy for Reception to Year 3 Aboriginal students in identified ATSI education action plan focus schools. This project is working with 62 identified schools across seven regions, with a focus on improving literacy outcomes for approximately 1 200 Reception to Year 3 Aboriginal students through:

- developing and implementing consistent whole-school literacy approaches to improving outcomes
- improving the capacity of Aboriginal parents to support the literacy development of their children.

Seventy-seven departmental staff from three regions have now participated in the professional development component of the *Keys to unlocking the future* initiative.

## STARTING OUT RIGHT

The *Starting out right* program is aimed at building the capacity of Aboriginal parents to support the best possible start in life for their children. The program is based on extensive evidence from neuroscience that:

- the first five years matter and last a lifetime
- good nutrition, health, and exercise are critical
- children are born ready to learn
- the best learning happens in nurturing relationships
- the brain develops through use
- children's wellbeing is critical to brain development and learning
- children learn through being engaged and doing
- children learn from watching and copying
- children's self control is critical for learning, responsibility and relationships
- children learn language by listening to it and using it
- children are born ready to use and learn mathematics.

# Chapter Three

## Supporting the secondary years (8-12) and youth transitions



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11

# Supporting the secondary years (8-12) and youth transitions

## ■ AT A GLANCE

### MAXIMISING PATHWAYS FOR YOUNG PEOPLE

Various programs aimed at engaging young people and providing flexible learning opportunities to partner with community, trades and industry continue to thrive. In 2011, five different programs supported vocational education and training (VET) in government schools.

### RETENTION RATES CONTINUE TO RISE

Retention rates for students in government schools continue to trend upwards, influenced by the compulsory education age legislation. Aboriginal retention rates also increased from 67.2% FTE in 2010 to 71.4% FTE in 2011, and 122% over the past decade.

### SUPPORTING LANGUAGES IN SCHOOLS

South Australian government schools continue to focus on second language opportunities and pathways for students, focusing mainly on Asian languages and a new vocational education and training (VET) languages strategy.

### ICANS CONTINUE TO THRIVE

The ICAN program, focused on meeting the needs of school students at severe risk of disengaging from school, expanded to 13 local school and community partnerships - since 2005, 10 000 students have been supported through ICANS, with a consistently high success rate of 71% re-engagement in learning or earning.

## SOUTH AUSTRALIA'S STRATEGIC PLAN (SASP) TARGETS – ALL STUDENTS

### STRATEGIC OBJECTIVE:

#### 1) Every child achieves their potential

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008. Children in school years 3, 5, 7 and 9 are tested annually on aspects of literacy and numeracy. 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](http://www.myschool.edu.au)).

Over the three years of NAPLAN testing, South Australia's NAPLAN results have remained stable with no materially significant trends emerging. South Australia's position relative to other states and territories is similar from year to year. Likewise the results for each year-level group from year to year are stable.

In South Australia's Strategic Plan, the Government defined our State targets in student achievement of reading, writing and numeracy, as monitored by the national NAPLAN reporting as:

- By 2020, for reading, writing and numeracy, increase by five percentage points the proportion of SA students who achieve:
  - above the National Minimum Standard
  - higher proficiency bands. (Baseline 2008)

The revised reporting focuses on lifting the achievement of the lowest achieving students and on raising the proportion of higher achieving students. The new target also provides a clearly stated expectation of performance: fewer children doing poorly, more children doing better.

Year	Aspect	At minimum standard	Above minimum standard	High Proficiency Bands
		(%)	(%)	(%)
7	Reading	15.8	78.4	22.2
	Persuasive Writing	15.3	75.9	22.0
	Numeracy	16.2	77.7	23.6
	Spelling	13.9	78.1	23.1
	Grammar	15.4	77.4	19.7
9	Reading	18.4	73.2	16.8
	Persuasive Writing	19.3	62.9	20.5
	Numeracy	21.0	70.7	17.6
	Spelling	16.2	73.0	20.2
	Grammar	19.3	69.6	15.7

#### High Proficiency Bands

Year 3 Band 5, 6 and above  
 Year 5 Band 7, 8 and above  
 Year 7 Band 8, 9 and above  
 Year 9 Band 9, 10 and above

Source: 2011 NAPLAN report

In 2011 there was changed focus on improving the SASP target of high achievements for South Australian children and ensuring that more children achieve the national minimum standard.

This data also includes those students who were absent or exempted from testing.

### SOUTH AUSTRALIA'S STRATEGIC PLAN (SASP) TARGETS – ABORIGINAL STUDENTS

Year	Aspect	At minimum standard	Above minimum standard	High Proficiency Bands
		(%)	(%)	(%)
7	Reading	30.4	45.7	5.0
	Persuasive Writing	24.5	39.8	4.2
	Numeracy	32.3	44.1	5.0
	Spelling	21.8	50.6	6.3
	Grammar	28.2	38.7	3.0
9	Reading	33.6	35.5	3.3
	Persuasive Writing	23.3	25.4	2.8
	Numeracy	37.0	31.2	2.0
	Spelling	27.4	41.9	5.1
	Grammar	31.6	28.3	2.0

#### High Proficiency Bands

- Year 3 Band 5, 6 and above
- Year 5 Band 7, 8 and above
- Year 7 Band 8, 9 and above
- Year 9 Band 9, 10 and above

Source: 2011 NAPLAN report

In 2011 there was changed focus on improving the SASP target of high achievements for South Australian children and ensuring that more children achieve the national minimum standard.

This data also includes those students who were absent or exempted from testing.

See page 88 for commentary about special programs for Aboriginal secondary school students.

FIGURES 1-4(right) : The introduction of compulsory education age legislation contributes to the increased retention rates from 2008-09 onwards

FIGURE 2: Australian figures are influenced by COAG agreements on increasing Year 12 qualifications (or equivalent).

### RETENTION OF STUDENTS

#### STRATEGIC OBJECTIVE:

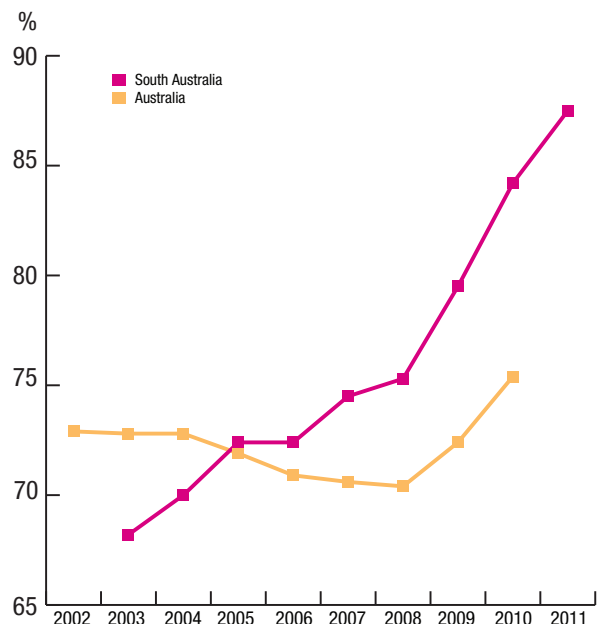
- 1) Every child achieves their potential

Apparent retention rates – students in South Australian government schools, 2010 and 2011

Level	2010		2011	
	Full Time	FTE	Full Time	FTE
Years 8-12				
Males	69.1%	76.3%	73.0%	77.7%
Females	81.7%	92.5%	90.3%	98.2%
Total	75.2%	84.2%	81.3%	87.5%
Years 10-12				
Males	68.2%	75.2%	70.7%	75.2%
Females	81.6%	92.4%	88.8%	96.4%
Total	74.7%	83.5%	79.3%	85.2%

Source: DECD Term 3 School Enrolment Census, 2006-2011

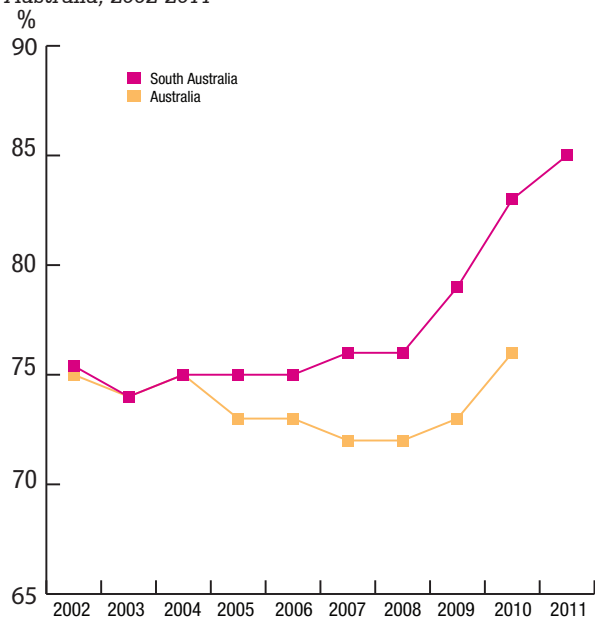
Figure 1: Apparent retention rates (FTE) – students in government schools, years 8-12, South Australia and Australia, 2002-2011



Note: 2011 Data for Australia not yet available. Source: DECD Term 3 School Enrolment Census, 2002-2011, ABS Schools Australia (Cat 4221.0)

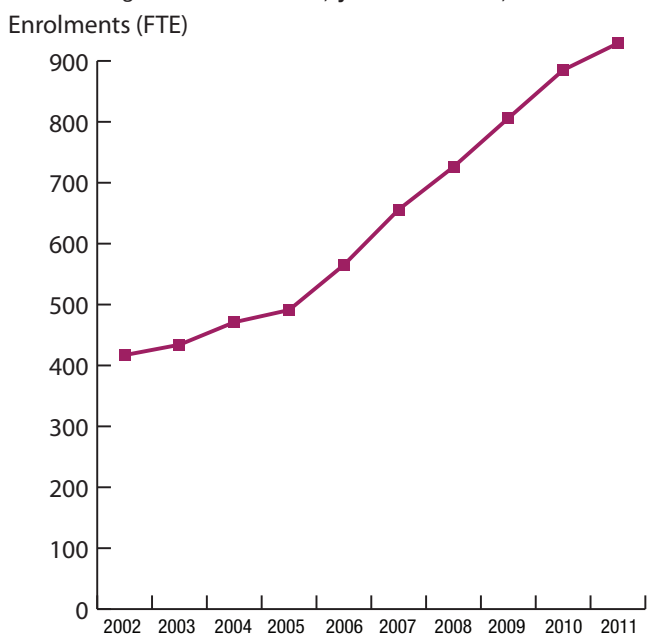


Figure 2: Apparent retention rates (FTE) – students in government schools, years 10-12, South Australia and Australia, 2002-2011



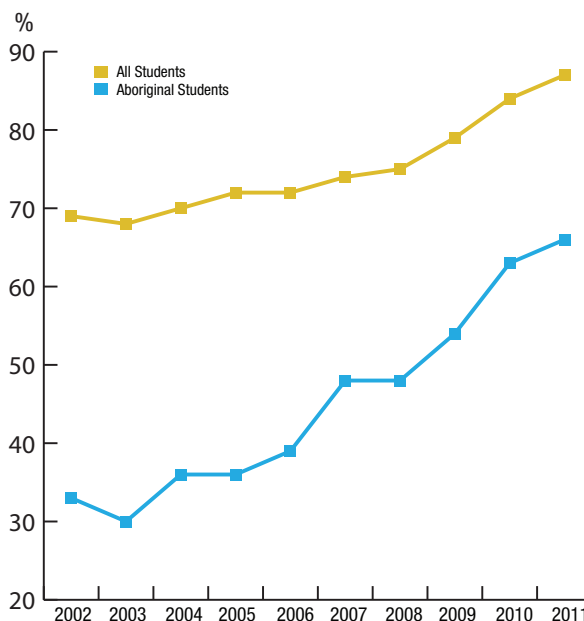
Source: DECD Term 3 School Enrolment Census, 2002-2011, ABS Schools Australia (Cat 4221.0)

Figure 3: Enrolments FTE – Aboriginal students in South Australian government schools, years 11 and 12, 2002-2011



Source: DECD Term 3 School Enrolment Census, 2002-2011, ABS Schools Australia (Cat 4221.0)

Figure 4: Apparent retention rates (FTE) – Aboriginal students and all students in government schools, years 8-12, 2002-2011



Source: DECD Term 3 School Enrolment Census, 2006-2011

Apparent retention rates – Aboriginal students in South Australian government schools, 2010 and 2011

Level	2010		2011	
	Full Time	FTE	Full Time	FTE
Years 8-12				
Males	54.2%	57.4%	63.3%	65.8%
Females	65.8%	71.1%	65.0%	68.0%
Total	59.7%	63.9%	64.2%	66.9%
Years 10-12				
Males	58.4%	61.8%	66.8%	69.3%
Females	66.5%	72.9%	70.9%	73.6%
Total	62.3%	67.2%	68.8%	71.4%

Source: DECD Term 3 School Enrolment Census, 2006-2011

GRAPH LEFT: The graph shows an increase over the past decade of 122%. The increasing numbers of Aboriginal students in years 11-12 reflect the department's policies and strategies to support them.

## LANGUAGES EDUCATION FOR SECONDARY STUDENTS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

In 2011, the department focused on a number of language education activities that directly targeted student engagement and retention in languages programs in the secondary years of schooling.

The *Vocational education training (VET) languages strategy* aimed to heighten student interest in further language study and provide students with an alternative language learning pathway by linking language learning in the middle school to units from the nationally accredited Certificate II or III in Tourism.

The *Asian languages distance provision project* resulted in the development of online Chinese and Japanese courses for years 8-10. Secondary students in country schools having difficulty filling a language teacher vacancy will have access to these languages from 2012 and students who have studied Chinese or Japanese in their primary years will now be able to continue their studies at secondary level.

One of the key initiatives of the *National Asian languages and studies in schools program (NALSSP)* has been to support schools in building their Asian languages capacity (B-SALC). Selected secondary schools were supported in 2011 to plan and implement local strategies that worked towards student engagement and retention into senior secondary years in the targeted Asian languages (Chinese, Japanese, Indonesian and Korean). Schools that participated in B-SALC projects have reported greater student engagement and an increase in student retention.

The department also assisted the participation of secondary schools with Asian languages in the 2011 New Media Awards and provided funding to support the School of Languages' vacation school for students in Year 12.

The annual DECD contribution to the Smolicz Awards, a series of scholarships managed by the Multicultural Education Committee, supported non-languages teachers to study a language at SACE level through the School of Languages and Open Access College. As a direct result of these awards, Indonesian language programs have been introduced into three schools that previously did not teach a language.



## SOCIETY AND ENVIRONMENT

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

In 2011 the JJ and Lydia Eden School Prize was again coordinated by the department. To enter, Year 10 government school students were required to submit entries addressing the topic, 'Geographers consider that due to technology the world is a smaller place in the 21st Century. Has this made the world a better place?' The student awardees and prizes were:

- 1st Prize of \$1 250: Isaac Goosay (Streaky Bay Area School)
- 2nd Prize of \$750: Alysha Coombs (Streaky Bay School)
- 3rd prize of \$500: Faith Blake (Paralowie R-12 School).

The prize, conducted by the department since 2008, provides an effective way to promote issues related to geography and sustainability. With the topic of sustainability being developed as a Year 10 unit in the Australian Curriculum: geography, it is envisaged that the JJ and Lydia Eden School Prize will continue to grow as an important initiative in government schools. The prize will be conducted again in 2012, with students being asked to respond to the question 'How can geography meet the challenges of the modern world?'

The Premier's Anzac Spirit School Prize is open to all South Australian Year 9 and 10 students across all school sectors. The Returned Services League (RSL) SA initiated the prize to commemorate South Australian servicemen and women who served on the Western Front in World War I.

In 2011 the department once again managed the selection of students and teachers with a committee made up of representatives from the Department of the Premier and Cabinet (DPC), other education sectors, History Teachers' Association SA and the RSL. Sixty-eight students submitted written or

visual entries. Nineteen students were interviewed and 10 were selected to travel to England and Europe on the 2012 tour. Two teachers were also selected to accompany the students.

We expect that, with the implementation of the Australian Curriculum: history and the 2015 centenary of Gallipoli, interest in this prize will continue to increase.

## THE ARTS IN SECONDARY SCHOOLS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The department's approach to the teaching of 'the arts' from Reception to Year 12 in government schools is influenced by the *National education and the arts statement* (2007). Full reporting on the arts in schools is covered in the chapter 'About the department' on page 37.

In addition to the initiatives detailed there, Windmill Theatre collaborated with DECD to conduct various programs relevant to children in the high school years, including developing a teaching and learning resource focused on the 'behind the scenes' activities of a professional theatre production. This resource includes contributions from 120 secondary students and supports senior secondary students with SACE research projects on the arts.

## CAREER AND FURTHER EDUCATION SUPPORT FOR SECONDARY STUDENTS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

### VOCATIONAL PATHWAYS

The following departmental programs are integrated together to provide leadership and support to government schools and their secondary students. The goal is to help young people achieve their South Australian Certificate of Education (SACE) while they also begin their vocational pathway into training and employment.

- *Industry skills* program – develops and implements vocational education and training (VET) industry pathway programs in schools
- *Trade schools for the future* – provides school-based apprenticeships and traineeships
- *Trade training centres in schools* – enables schools to upgrade their vocational facilities through Australian Government funding
- Youth Attainment and Transitions National Partnership/ Communities Making a Difference National Partnership – provides funding for students for VET qualifications
- *Advanced technology program* – involves 19 schools developing an *Advanced technology industry* pathway program for defence-related industries.

The SACE completion report statistics released at the end of 2011 highlight the value of VET within the SACE by stating that 37.5% of students completed their SACE with a vocational education and training component, incorporating 233 different VET qualifications.

### INDUSTRY SKILLS

This program supports schools to provide personalised vocational pathways for students as part of their SACE. The program works in conjunction with industry, registered training organisations and schools to engage students and enable them to connect with post-school training pathways leading to Certificate III qualifications. By the end of 2012, our target is for every public school with a significant secondary enrolment to offer at least one industry pathways program.

A survey conducted in October 2011 identified that 150 industry pathways programs are currently being offered to students in government schools, which puts the 2012 target on track.

The vocational pathway concept was strengthened during 2011 with the trial of the *Training guarantee for SACE students* as part of the State Government's *Skills for all* strategy. Two hundred students accessed this scheme at TAFE in Semester 2 of 2011 and 700 applied for a place in 2012.

### TRADE SCHOOLS FOR THE FUTURE

This program aims to increase the number of young people undertaking school-based apprenticeships and traineeships. Ten regions established across the State around lead secondary schools provide the administrative centres for apprenticeship brokers. Other secondary schools in each region are network partners with these lead schools.

Since the program's inception in 2008, apprenticeship brokers have worked with students, parents and employers to recruit more than 3 200 students. Students gained highly valued industry skills areas at Certificate II and III level. By end 2011, more than 1 300 students successfully completed their apprenticeships or transitioned to full-time apprenticeships upon leaving school, and more than 1 200 students remained active in the program.

During 2011, more than 800 students started in the program, with over 80% of these at Certificate III or higher level.

Two lead 'trade schools for the future' completed their infrastructure upgrades and the final upgrade improvements with final openings at Murray Bridge High School and Glossop High School (joint Trade Training Centre opening) in 2011. Edward John Eyre School will open in February 2012.

Six-hundred-and-seventeen students completed their SACE having undertaken a school-based apprenticeship in industries including areas important to South Australia's economic future, such as electro technology, construction, and community services.

#### TRADE TRAINING CENTRES IN SCHOOLS

The Australian Government began the *Trade training centres in schools* initiative in 2008. Schools were eligible for funding between \$0.5 and \$1.5 million each to develop industry-standard training facilities. This funding provides infrastructure and equipment that complements the *SA Industry skills* program and the work of the *Trade schools for the future* apprenticeship brokers. The department's vocational pathway staff have worked closely with schools to put forward applications for funding since the program's inception.

Between 2008 and end-2011, 116 SA government schools accessed approximately \$114 million in funding. For the year 2011, government schools were successful in gaining \$10.59 million in Round 4 (end of November 2011) funding.

During 2011, trade training centres have now opened at Murray Bridge High School, Port Pirie Secondary School, Glossop High School, Thebarton Senior College, Heathfield High School, Windsor Gardens Vocational College, Seaton High School, Birdwood High School, Hamilton Secondary College and Banksia Park International High School.

#### YOUTH ATTAINMENT AND TRANSITIONS NATIONAL PARTNERSHIP/COMMUNITIES MAKING A DIFFERENCE NATIONAL PARTNERSHIP

These programs have been implemented under the Australian Government's *Multiple learning pathways* reform element for "student progression to higher skill and qualification levels" through provision of \$550 000 to schools targeted to fund student participation in VET at SACE Stage 2/Certificate III level. The Australian Government was also interested in research about how 'improved transitions' could occur from school to work and further training/education.

The *VET scholarships* program within the *Communities Making a Difference* National Partnership aims to fund selected senior secondary students from low-SES communities to undertake higher level Certificate III (Stage 2) VET in industry areas where there are identified regional skill shortages and employment opportunities. The three-year program has access to \$2.2 million in funding for a target of 1 300 students.

Within the 'improving transitions' reform element, a three-year research program commenced in 2011, with 698 students from 11 southern Adelaide secondary schools surveyed. The goal was to determine factors which influence achievement of successful outcomes for young people and to ultimately provide a resource to schools for planning curriculum and programs to support youth attainment and transitions.

In 2011 there were 420 students who were assisted by *VET Scholarship* funding to undertake higher level VET training that contributed to their engagement and transition from school to further education, training or employment. This is on track to achieve the 1 300 student target for the scope of this program.

#### ADVANCED TECHNOLOGY PROGRAM

Formerly known as the *Schools pathways* program, this is a joint initiative of the Australian and South Australian governments. The key agencies involved in the project are the Defence Materiel Organisation and DECD.

Over the period 2009-2013 the program is funded by the Defence Materiel Organisation (\$5.72 million) and combines secondary school studies that have a specific focus on high-level maths and science with highly technical VET. This combination provides a training pathway towards achieving a nationally recognised vocational qualification and the SACE at the same time.

During 2011, 466 industry and community people were directly engaged in the program, including 60 teachers from all 19 program schools who have been involved in a professional development program delivered by the Australian Science and Mathematics School. One thousand and thirty-four students participated in the program.

Schools participating in the program are clustered together to develop resources and deliver specialised curriculum that will focus on career pathways in defence-related industries.

### **INNOVATIVE COMMUNITY ACTION NETWORKS (ICANS)**

In South Australia the *Innovative community action networks* program (ICAN) takes a student-centred and strength-based approach to address the complex life issues that impact upon a student's successful engagement with learning. The program focuses on the most significantly disengaged young people, those young people who have left school and those who have not attended school for some years, despite still being within the age of compulsory education.

This school and community partnership approach provides an individual case manager for each ICAN student and focuses on ways to support the young person to re-engage in accredited learning and participate more fully in the community. This is built around the individual student's strengths and interests.

Flexible learning programs (FLO) are available for ICAN students to address life skills, literacy and numeracy gaps, personal development and employability skills to provide support for transition to further education, training and/or employment.

Since the beginning of 2005, 10 000 participants have been supported through ICAN school and community partnerships,

with a consistently high average success rate of an average of 71% successful re-engagement in learning and/or earning pathways.

In 2011, the ICAN model was expanded through the funding provided by the Smarter Schools National Partnership (*Communities Making a Difference*). ICANs are now operational in all areas of the State (other than the APY Lands). During the year, 3 386 students were enrolled as FLO students and ICANs, led by local school and community partnership committees, were operating in all DECD regions. The expanded ICAN model now provides support for significantly disengaged upper primary school students, through a focus on younger children and families through a new primary school case management and FLO enrolment strategy.

### **LOCAL ICAN SCHOOL AND COMMUNITY PARTNERSHIPS**

During 2011, the number of local ICAN school and community partnerships and respective management committees expanded to 13. Each local ICAN committee provides responses to the identified local issues, and to develop a strategic plan to guide their work. The committees have an annual allocation of grant funding (average \$100 000 per annum) to facilitate innovative, community-driven solutions to locally identified barriers. These programs can support FLO and non-FLO enrolled students in innovative accredited and community based learning programs.

*ICAN-supported students as at Term 4, 2011*

<b>ICAN supported students and type of ICAN support</b>	
2011	Number of students
DECD ICAN flexible learning option (FLO) enrolments.	3 386
ICAN funded case management for primary students	952
Local ICAN community grant funded programs for all young people in local community	3 740
<b>TOTAL</b>	<b>8 078</b>

Source: DECD-FLO enrolled students as validated through EDSAS term by term Reporting extracts 2011 and validated through ICAN school referral process.

Outcomes (as at May 2011) for ICAN students who were FLO-enrolled students during the 2010 school year.

2010 ALL FLO STUDENTS	State	%
School enrolment	265	9%
School FLO enrolment	1 534	53%
Total school enrolment	1 799	63%
School transfer	19	1%
Tertiary/TAFE/training	37	1%
Employment	182	6%
Seeking employment	236	8%
Left SA	45	2%
Other	298	10%
Unknown	254	9%
<b>TOTAL</b>	<b>2 870</b>	
Learning destination		64.6%
Earning destination		6.3%
Learning/Earning		71.0%

NOTE: The Term 1, 2011 census provided information about 2 870 of the 2010 FLO-enrolled students (99.6%). All of these students were previously completely disengaged with school and after participating in the program, 71% of students are now re-engaged in learning or earning. A further 8% are now seeking employment. (Source: EDSAS validated intended destination data as at May 2011).

## TARGET WORK

*Target work* is a practical skills training initiative based on construction programs for students and youth with a career focus on trades incorporating brick laying, brick paving, carpentry, metal work, landscaping, painting and irrigation.

The focus of the work in 2011 was involvement in fewer more-complex projects, which gave students the opportunity to experience the full range of trades involved in the construction industry. Two hundred and seventy seven students from 19 sites worked on a range of complex projects that provided training in a variety of skills. Projects included the Gawler Urban Rivers,

Craigmore Road Creek Line, St. Martins Aged Care Facility, Perry Park Aged Care Facility, Elkanah Retirement Village, Habitat for Humanity and O'Halloran Hill Riding for Disabled.

In preparation for *Target work* projects students gain the nationally accredited 'white card', participate online in the *Passport to safety* Australian program and gain practical knowledge and experience in the requirements of occupational health, safety and welfare. A SACE unit (Integrated Studies) equivalent to 10 units has also been developed for *Target work*.

Additional benefits widely recognised within local communities as a result of their involvement in *Target work* projects include:

- promoting the partnerships between the department and local government, private enterprise and community organisations
- providing community facilities such as pergolas, seating, brick paving, landscaped gardens, barbecues, table and chair settings, building modifications and upgrades
- involving youth in the construction of community facilities, which encourages an increased respect and appreciation of property and results in the subsequent reduction in vandalism and graffiti
- the opportunity for youth to work with community mentors such as members of local service clubs who support the program.

Planning for 2012 is well advanced with St. Martins Aged Care Facility, Elkanah Retirement Village, Habitat for Humanity and Riding for Disabled continuing in 2012. In addition, new projects are being negotiated in the Barossa Lower North, Murray Bridge and Gawler East.

## SUPPORTING ABORIGINAL STUDENTS IN SECONDARY SCHOOLS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

### KEEPING THEM ON TRACK

This program was developed to support progress towards the Australian Government target (Year 12 or equivalent completion rate of 90% by 2020) and South Australia's Strategic Plan target to annually increase the proportion of 15-19 year olds who achieve the SACE (or comparable senior secondary qualification).

The strategy's focus is on the key transitional points of secondary schooling, retention to Year 12 and SACE completion, and strengthens the existing work being carried out throughout the department to improve Aboriginal student outcomes. All Aboriginal senior secondary enrolments are monitored within the strategy.

In 2011, 1 839 Aboriginal secondary students were supported through this initiative in 129 public education sites. *Keeping them on track* provides clear information to secondary educators, Aboriginal parents, caregivers and students to assist Aboriginal students to engage, complete and transition from the SACE into 'real life' pathways of training, employment or higher education through a coordinated network of regional and site-based educators and leadership personnel.

## ABORIGINAL STUDENT RETENTION AND SACE COMPLETION

A special initiative, *Enter for success*, enables Aboriginal students transitioning from Year 7 to year 8 to enrol in any South Australian government school of their choice. The program attempts to assist in redressing the unacceptable levels of Aboriginal student attendance and retention. Since 2007, 618 Aboriginal students have been successfully placed in their secondary school of choice. One hundred and thirty eight of those students started secondary schooling in 2012.

### WORKABOUT CENTRES

The goal of these centres is to engage Aboriginal young people in educational and employment pathways, and to build relationships between education providers, industry, Aboriginal communities and other organisations. Each person has specific and often complex needs that must be addressed proactively using a case management model with a range of services/solutions including mentoring, counselling, tutoring, and work readiness programs that provide intensive support to Aboriginal young people. The WorkAbout Centre model is designed to provide integrated and individualised support.

WorkAbout Centres are located in northern metropolitan Adelaide and in Port Augusta. Fourteen programs were offered to 22 schools by the Northern Adelaide Region WorkAbout Centre in 2011. During the year, 105 students were engaged in WorkAbout Centre programs, and from those students:

- 54 had a training outcome
- 7 students started employment
- 2 had a structured work placement
- and the remainder returned to the school system or an ongoing support program established by the WorkAbout Centre.



## SUPPORTING SECONDARY STUDENTS WITH A DISABILITY OR SPECIAL NEEDS

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care

The department supports compliance with the Disability Discrimination Act (DDA) through the provision of inclusive learning environments that facilitate equal access and increase learning outcomes for children and students with additional needs. For full DDA reporting see page 113.

### DAWS ROAD AND PROSPECT STATEWIDE TRANSITION CENTRES

Daws Road and Prospect Centre (incorporating the *Hyde Street* program) are part of the department's Special Education Unit and cater for the learning needs of up to 180 students (aged 15 years and over) with disability in the Southern and Northern Adelaide regions.

The core business of the centres is the implementation of the South Australian Government's *School to work* strategy through improving pathways for students with disabilities to engage in further education, training and/or employment. The centres also support the department's strategic directions for 2012-2016 (*Every child achieves their potential, and Excellence in education and care*).

The centres are aspirational in nature and work closely with students, families, enrolling schools, Disability Enterprise Services providers, Australian Disability Enterprises and employers to develop the skills students need to become independent and participate in the workforce. The two centres offer a range of work-related VET Certificate I and II courses and SACE Stage 1 and 2 courses.

## BETTER PATHWAYS

The *Better pathways* project's service approach prescribes early assessment and identification of young people with a disability, mental health disorder or early indicators of disability (including mental health issues), who are 'at risk' of not making a successful transition to the post-school environment.

The approach is aimed at early assessment of the young person's capacity to learn so that an individual plan can be developed that will lead them down realistic post-school pathways. The project provides the young person with 'someone' who can support them in achieving their plan and navigating the post-school environment, and brings schools, disability and health services, and further education and training agencies and service providers together to:

- assist young people with disabilities to develop realistic plans for their life after school
- bridge service supports between agencies and sectors and fill service gaps
- identify and resolve key transition issues around individuals
- connect them to the appropriate aspirational pathways
- involve families throughout the process, wherever possible.

Twenty-one government and non-government schools in Port Augusta, Playford and Port Adelaide Enfield council areas are currently participating in the program, and 190 students are engaged to date.

In 2012, the project team will continue to work towards the target of engaging 500 students in the program by 2014.

# | Financial summary



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# Executive financial summary

## THE 2010-11 FINANCIAL YEAR HAS SEEN THE DEPARTMENT FOR EDUCATION AND CHILD DEVELOPMENT IMPLEMENT AND PROGRESS A NUMBER OF MATTERS OF OPERATIONAL AND FINANCIAL MANAGEMENT IMPORTANCE.

Key achievements for the financial year included:

- receiving an unqualified audit opinion from the Auditor General in respect to the 2010-11 consolidated financial statements
- obtaining control over six new schools constructed as part of Stage 1 of the *Education works* initiative that was financed through a public private partnership arrangement
- the implementation of the new student-centred funding model for schools in 2011 which included significant additional budget funding to education to support the provisions of the enterprise bargaining award for public schools and preschools
- delivering a number of new halls, libraries, classrooms and enhancements to school infrastructure and facilities; establishing science and language centres at secondary schools; and providing increased funding for minor works and maintenance projects in schools through the *Building the education revolution* program
- finalising the milestone of achieving a 1:1 computer to student ratio under the Australian Government's *Digital education revolution* program that provides new and upgraded information and communications technology equipment and networks for secondary students in years 9 to 12. This includes all year 9 to 12 students having access to a computing device and a minimum acceptable level of ICT infrastructure (including wireless networks) in their schools that can support the additional number of computers.

Implementing the requirements of Treasurer's Instruction 2 'Financial Management' and 28 'Financial Management Compliance Program' across a devolved operating environment for preschools and schools continues to be a priority for the department.

In response to this challenge, a review was conducted of our internal control environment with particular focus on process, policy and compliance program enhancements. The positive findings from the report provide assurances that a satisfactory environment is operating which is crucial to ensuring good governance over operations continues.

In addition, the department implemented the new student-centred funding model in 2011 and finance and human resources officers continue to be heavily focused on assisting schools manage their budgets and operations in accordance with this new model and with the updated site budget planning tool.

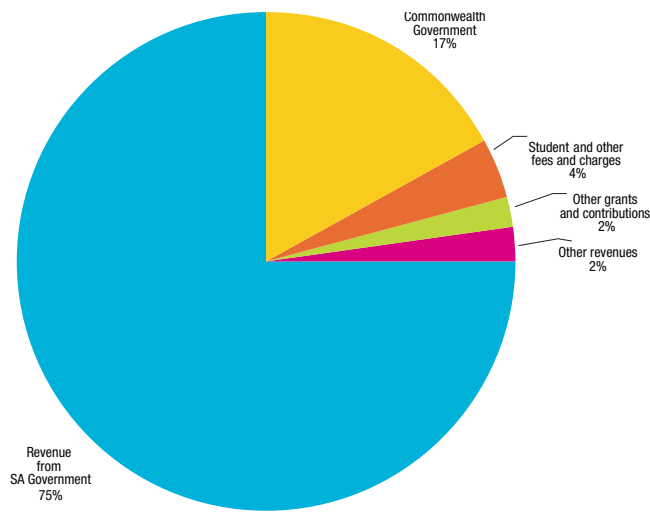
The general economic environment continues to provide challenges for us in achieving the department's objectives and budgetary position. We are continuing to seek efficiencies through implementing initiatives identified through a red tape reduction strategy and identifying options to reduce administrative costs and to increase efficiencies in operations and how services are delivered into the future.

The department continues to be financially well positioned to meet its objectives and challenges of the future.

**THE FULL FINANCIAL STATEMENTS ARE AVAILABLE AT THE DECD WEBSITE**  
[www.decd.sa.gov.au/departments/about-department/annual-reports-department](http://www.decd.sa.gov.au/departments/about-department/annual-reports-department)

## OUR INCOME – WHERE OUR FUNDING COMES FROM

Figure 1 – Controlled income by type



Source: Department for Education and Child Development 2010-11 financial statements

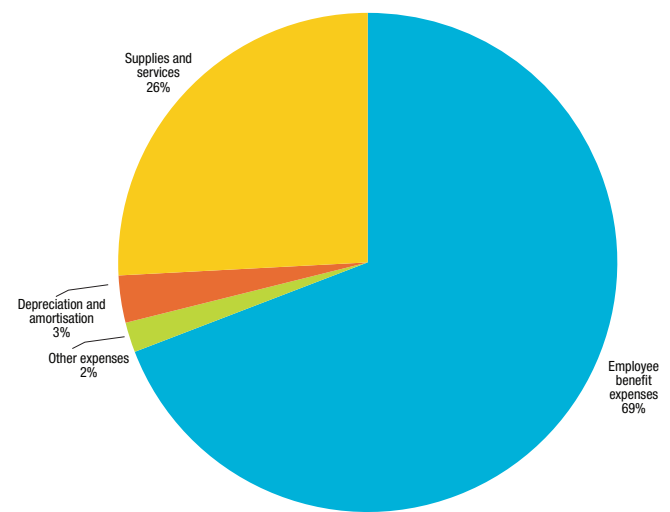
Total income received by the department from controlled operations in 2010-11 was \$2.937 billion, a decrease of \$2.684 million from the previous year. Revenue from the Australian Government decreased by \$180.1 million. This was primarily due to decreases in the *Building the education revolution* receipts, partially offset by increases in receipts in relation to funding for trade training centres.

Other major revenue increases occurred through higher appropriation receipts from the State Government, that were used for operating purposes (\$162.189 million).

Administered revenues, decreased by \$77.6 million, primarily as a result of lower capital grants being received from the Australian Government for non-government schools in the form of grants for *Building the education revolution*-related works, offset by increases in recurrent grants.

## OUR EXPENDITURE – HOW OUR FUNDS WERE SPENT

Figure 2 – Controlled expenditure by type



Source: Department for Education and Child Development 2010-11 financial statements

Total controlled expenditure increased by \$95.043 million to \$2.518 billion compared to the previous year.

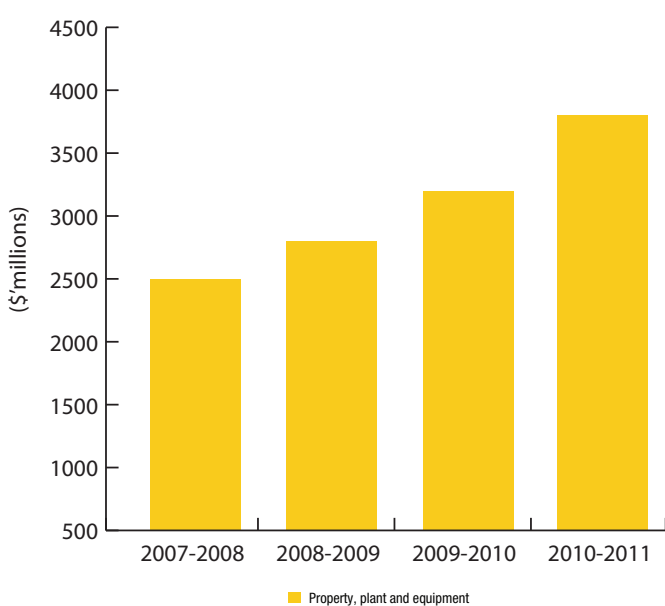
Employee benefit-related expenses rose by \$61.363 million to \$1.747 billion, primarily as a result of increases in remuneration rates paid under enterprise bargaining agreements and awards and an increase in the number of staff employed within the schooling sector.

Supplies and services expenses increased by \$15.848 million including increases in facilities costs and consumables costs related to providing teaching services.

Depreciation costs increased by \$11.348 million, which reflects the significant increase in infrastructure assets that were capitalised over the past two years from the *Building the education revolution* program.

## SUMMARY OF OUR ASSETS – WHAT WE OWN

Figure 3 – Value of land, property, plant and equipment



Source: Department for Education and Child Development 2010-11 financial statements

The department recorded assets totalling \$4.709 billion as at 30 June 2011, which represented an increase of \$782.343 million compared to the previous financial year.

This was mainly due to significant capital programs being completed under the *Building the education revolution* program; a positive impact in the value of land and buildings due to asset revaluations; increases in cash balances and the recognition of facility assets relating to the *Education works* initiative (a public private partnership venture).

## SUMMARY OF LIABILITIES – WHAT WE OWE

The department recorded liabilities of \$993.221 million as at 30 June 2011, an increase of \$239.878 million compared to the previous financial year.

Employee benefit liabilities (excluding on costs) make up 54% of this total, with the majority of this year's growth reflected

by increases in remuneration rates. Other significant liabilities include liabilities associated with the repayment of six facilities constructed through the *Education works* initiative, workers compensation liabilities and outstanding creditor amounts as of the reporting date.

## BUDGET 2011-12

The State Budget was released on 9 June 2011 and provides details of the department's expenditure for the 2011-12 financial year. The operating expenditure budget for 2011-12 is \$2.660 billion, an increase of \$127.2 million compared with the previous year's budget.

This budget increase primarily reflects the implications of the enterprise agreement award and the recruitment of extra teachers and support staff. This additional support began in the 2011 school year, coinciding with the new approach to funding schools.

The department's capital budget for 2011-12 totals \$183.6 million.

Expenditure on new projects in 2011-12 includes:

- relocating preschools to primary school sites to improve educational outcomes for children through providing a seamless transition from early childhood development to education
- improving school facilities through the construction and refurbishment of infrastructure at the Eastern Fleurieu R-12 School, Cleve Area School, Keith Area School and Eden Hills Primary School.

A range of new savings measures impacting on education were announced in the 2010-11 and 2011-12 State Budgets. These savings measures and more efficient service delivery models will be progressively introduced over the next four years.

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

# Statutory and other reporting



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## STATUTORY AND OTHER REPORTING

- Human resources and government information reporting
- Overseas travel
- Fraud report
- Accounts payable performance
- Contractual agreements
- Consultancies undertaken by the department
- Disability action plan
- Energy use and sustainability
- Capital programs and asset services
- Materials and services charges
- Asbestos management report
- Urban design charter

## HUMAN RESOURCES AND GOVERNMENT INFORMATION REPORTING

### STRATEGIC OBJECTIVE:

- 2) Excellence in education and care
- 4) A successful and sustainable organisation

## PERFORMANCE MANAGEMENT AND DEVELOPMENT

The department remains committed to building a high performing workforce where quality performance is pursued and learning and development systems are embedded in the culture of work sites.

After significant consultation a new performance and development policy and guidelines were released in 2011, which applies to all DECD employees. The *Performance and development guidelines* and *Managing unsatisfactory performance guidelines* provide adaptable information and tools that support employees and managers to sustain a performance development culture in their workplace.

During 2011 a workshop series, *Performance counts*, was trialled as a forerunner to a statewide performance and development implementation plan in 2012.

Performance management consultants provided continuing support for performance management and development, including managing unsatisfactory performance. In 2011 they worked with 153 sites and supported 226 performance management processes.

An induction event (DECSP0) was held in July 2011 with 122 staff. This was the first time that early childhood, preschool, school and corporate staff were invited to the same induction event. The aim was to build a shared understanding of the department's plans and priorities and the need to work together across the system to ensure the department provides quality care and education for South Australian children.

### • *Professional development review*

A review of the delivery of professional development undertaken by teachers and leaders was announced in the Minister's second policy discussion paper *Supporting our teachers*. The review started in 2011 and consists of five elements: a discussion paper, stakeholder consultation, surveys, a literature review and a report.

Teachers and leaders will be surveyed about their current participation in professional learning with the aim of improving the effectiveness, quality, access, and delivery of professional learning to staff. The survey will also provide information about performance and development.

Regional consultations were conducted with school, preschool and regional leaders during 2011 to ensure a high level of key stakeholder engagement and a report will be provided to the Minister in 2012.

### • *Leadership development*

The DECD Workforce Development Quality Leadership team supports the learning of leaders and aspiring leaders across the department by providing leadership development strategies, resources and programs.

A significant number of programs were further developed and delivered to aspiring and newly appointed site leaders during 2011. These programs are a strategic response to the expected increase in retirements of experienced principals and preschool directors in the next three to five years. Programs included:

- the *Qschool for aspiring school leaders* program, with 132 participants nominated by regional directors
- the *Qschool for early years' leaders*, which attracted 38 aspiring preschool directors and early years' leaders
- the second half of the inaugural *Qschool for corporate and regional staff*, targeted to 34 participants who are considering a return to a school leadership role
- four school services officer leadership one-day workshops, which attracted 55 participants
- regional leadership learning programs that were developed and delivered in collaboration with regional leaders across four regions to 79 participants
- a five-day induction program for new site leaders, which attracted 40 participants and was supplemented by the *Coach in a box* coaching program for 53 leaders new to their sites.

In 2011 the Quality Leadership team led the South Australian trial of the draft *National professional standard for principals* developed by the Australian Institute for Teaching and School Leadership. The three-month trial involved 135 aspiring, new, current and retired leaders in 16 focus groups. The report and recommendations were presented to a national forum in June, which included international experts. Resource materials produced by the Quality Leadership team to support the trial are being used across Australia to familiarise leaders with the national standard.

Sixteen highly performing leaders nominated by their regional directors participated in a three-day workshop focused on facilitating change led by Professor Dame Patricia Collarbone. This series was supplemented with an additional day to assist the department's 16 regional change facilitators.

Executive forums continued to contribute to building executive leadership capacity and collaboration across the department. The forums provide our executives with the opportunity to personally engage with the chief executive and discuss matters of strategic priority. Seven forums were held in 2011.

All leadership development programs were evaluated and as a result, all programs for site leaders operating in 2011 were aligned with the *National professional standard for principals* and will be extended in 2012 to further support current and aspiring leaders.

#### • ***Leadership and management training expenditure***

Note: Staff training occurs throughout DECD, both given and received, and is not identified in the department's general ledger. Recorded information exists on HECS reimbursements for staff (2010-11: \$58 750) and activity/registration fees (2010-11: \$2 914 172).

#### • ***Accredited training packages***

The DECD registered training organisation, Organisation and Professional Development Services (OPDS), delivered an increased range of Certificate III, IV and Diploma courses from the Children's Services and Public Sector national training packages in 2011.

These programs are provided to address workforce development needs and are customised to meet the strategic and operational requirements of the department. A flexible approach to delivery enables staff across the State to meet national industry standards through attaining formal accreditation.

In 2011 OPDS was granted an extension of scope to deliver the Certificate IV in Training and Assessment. This will be initially delivered as a recognition of prior learning program to current vocational education and training teachers who are required to upgrade to the new certificate by 2014 to meet a new national work reform requirement. This will be supported by 50 funded *Productivity places* program positions (see over).



By December 2011, 400 staff had completed full qualifications. Currently 439 people are undertaking qualifications in full certificate programs and an additional 147 staff are enrolled in skill set programs (partial certificate). Programs included:

- Certificate III and the Diploma in Children's Services
- Certificate III in Education Support
- Certificate III in Government (School Support Services) Disability Stream
- Certificate IV in Government (School Support Services) Working in Finance
- Diploma in Government (Project Management)
- Skill Set programs focused on: Disability Support in the Classroom, ICT and Research, Literacy and Numeracy, School Services Officer Leadership, and the EDSAS finance short course.

Last year concluded the partnership of OPDS with Family Day Care in the provision of the Certificate III and Diploma of Children's Services for that industry sector. The final graduation group will be presented with their parchments in 2012.

#### • *Productivity placements*

Productivity places are training places for nationally accredited courses in industry areas with identified skill shortages. Through the *Productivity places* program, student course fees are funded through a combination of Australian Government and State resources.

Australian Government *Productivity places* program funding of \$895 552 awarded in 2010 provided 220 places in Certificate III, Certificate IV and Diploma programs for delivery during 2011-2012. Delivery is almost final with the completion rate for full certificates being between 85-95% of total enrolments.

In 2011 the department again applied for Australian Government funding for 800 productivity training places. Funding of \$2 427 791 was awarded to deliver accredited training in five Certificate III to Diploma level programs in 2012 and 2013.

Funding provided included 380 places to deliver the Certificate III in Children's Services program to meet the early childhood national work reform agenda. Early childcare workers and school services officers working in this sector will be required to have or be working towards the Certificate III by 2014. This first allocation of funding will provide approximately 40% of the DECD early childhood workforce with access to training in this area.

#### • *SA Public Teaching Awards*

The inaugural 2011 SA Public Teaching Awards program was announced by the Minister in January 2011. This new program recognises the valuable contributions of dedicated and effective teachers and school support staff in South Australia's public schools and preschools.

The nomination process launched in May attracted more than 1 600 nominations for teachers, school and preschool leaders, support staff and teams by peers, leaders and community members. Four hundred and sixty applications were submitted by nominees wishing to be in the running for an award. Seven professional development awards were presented by the Minister at the ceremony held on World Teachers' Day in October.

#### • *Teacher induction*

New teachers employed by department were given extra training and support in the early stages of their careers as part of South Australia's push to attract, develop and retain the best and brightest in the profession. Professional development conferences and other initiatives were also offered in 2011 to supplement existing regional and site induction programs including:

- DECSPO, a statewide induction conference for early career teachers with over 100 participants
- a teacher induction website to support early career teachers, particularly those in non-metropolitan locations.

#### • *Lead teachers*

Up to October 2010, South Australia recognised and rewarded quality teachers through the advanced skills teacher classifications (AST1 and AST2). In 2010, the AST1 classification

was replaced with the competency-based Step 9 increment as part of the South Australian Education Staff (Government Preschools and Schools) Arbitrated Enterprise Bargaining Award 2010 Stage 1 decision.

Step 9 is open to all teachers who have completed 207 days at Step 8. To achieve Step 9, teachers are required to write a statement of evidence of their high quality teaching practice, complete a performance development plan which is approved through discussion with their line manager, and participate in an annual review. By December 2011, 5 709 teachers were recognised as Step 9 teachers.

The AST2 classification was awarded to teachers who demonstrated exemplary work, and were able to use their skills and understanding to influence the practice of their colleagues to improve the learning outcomes of students. In December 2011, 167 teachers held the AST2 classification.

#### • *Teacher quality*

The national partnership focused on improving teacher quality continues to drive high priority, systemic reforms to enhance the quality of teaching and leadership in South Australian schools. During 2011 additional department strategies included:

- introducing and embedding the *National professional standards for teachers* into all programs and projects as the central reference for developing teacher quality
- implementing new models of educational leadership development programs with aspiring pre-school, school and corporate leaders to build leadership depth and capacity
- facilitating the improvement of in-school support by reviewing and developing the accredited training packages offered to school service officers
- expanding targeted graduate recruitment strategies and scholarships to meet areas of workforce need
- improving data and systems available for workforce planning to inform department attraction, recruitment and retention policies and planning for the next five years
- implementing the school centres for excellence program (refer right)

- continuing to support the work of the teacher education taskforce (refer below).

#### • *School centres for excellence*

The *School centres for excellence* program aims to attract and retain quality teacher graduates to low-socio economic schools. The *School centres for excellence* program includes the provision of scholarships to successful applicants (final year pre-service teachers) to extend their teaching experience and provide professional development within the school while being supported by quality mentoring and supervision.

The *National professional standards for teachers* are the primary reference for teachers and pre-service teachers in the program, with all participants being offered professional learning that focuses on the standards. Mentor teachers are also supported to achieve an accredited competency in mentoring through workshops and follow up activities.

In 2011, five 'school centres for excellence' clusters were selected and established, which represented a commitment from 21 country and metropolitan schools across four regions. Subsequently, scholarship opportunities were promoted to all final year pre-service teachers in the three South Australian universities with 48 pre-service scholarships being awarded.

To date, many of the scholarship recipients have been recruited for positions in DECD schools in 2012.

#### • *Teacher Education Taskforce*

The Government, Catholic and Independent sectors have continued to collaborate through active participation in the South Australian Teacher Education Taskforce, which also includes nominees of the Vice Chancellors of the three South Australian universities.

The Teacher Education Taskforce provides a multi-sector response and productive partnerships between the higher education institutions and the three schooling sectors to promote and coordinate reforms that contribute to improving teacher quality. The taskforce work program includes actions

to better manage teacher supply and demand, to improve the quality of professional experience for pre-service teachers and to expand pathways into teaching for Aboriginal people.

- **Merit selection policy**

The *Merit selection policy, procedures and instructions 2010* were implemented across the organisation from the beginning of Term 2, 2011. The policy applies to all leadership, ancillary and administrative vacancies across the department. Teacher selection takes place under the *Teacher recruitment and selection policy* (see below).

The new policy replaced the previous selection policy which had been in place since 1997. A key policy change was the opening up of the eligibility to apply for leadership vacancies to any teacher in South Australia, interstate or overseas who meets our requirements and is able to be registered to work in South Australia's public schools.

This now enables the very best leaders both from within the department and from interstate and overseas to apply for positions in our public schools.

More than 2000 employees have participated in training sessions to ensure they are familiar with the new processes.

- **Teacher recruitment and selection policy**

Following extensive community consultation, we implemented a new *Teacher recruitment and selection policy* in June 2011.

The new policy provides principals with the capacity to recruit staff to suit their school's circumstances and eliminates the requirement for teachers to move schools every 10 years.

Greater opportunities are also provided for graduates and contract teachers to gain stable employment in the metropolitan area, and a new country-to-city guarantee has been made available to qualifying teachers.

Since the implementation of the new policy, more than 750 permanent teachers in temporary positions have been appointed to ongoing positions in schools. A further 739 permanent positions have been advertised

which were open to all employable teachers. This has resulted in more than 600 new teachers being recruited to permanent employment with the department for 2012.

- **Teacher attraction and retention programs**

DECD has expanded its attraction and retention programs through the Smarter Schools National Partnership: *Communities Making a Difference*. Three new projects were implemented:

- Local Innovation projects that support new approaches to recruitment and selection, with a focus on early career teachers and aspiring leaders
- Customised attraction and retention incentives for hard-to-staff positions
- School centres for excellence for pre-service teachers.

These projects aim to support improved student outcomes through the attraction and retention of quality teachers and leaders to low socioeconomic and hard-to-staff schools across the State.

The *C (Career) Change* program is an initiative that provides financial incentives for teachers to take up maths and science curriculum leadership positions in harder-to-staff schools. Ten schools have been part of this program in 2011: Port Augusta Secondary School, Roxby Downs Area School, John Pirie Secondary school, Kadina Memorial High School, Keith Area School, Grant high School, Tintinara Area School, Lameroo Regional Community School, Fremont Elizabeth City High School and Christies Beach High School.

The *Upskilling* program has supported 15 teachers to undertake accredited postgraduate modules in Home Economics – Food. Seven teachers have received financial support towards courses to upskill them in areas of identified need by their school including special education, librarianship, woodwork and hospitality.

- **Teaching scholarships**

DECD teaching scholarships aim to attract and retain high quality teacher education graduates to South Australian

public schools. Successful candidates are recruited in areas of workforce need and are provided with financial support and in most cases permanent employment opportunities.

Country teaching scholarships are open to teacher education students studying specialist senior secondary subject areas including mathematics, chemistry, physics, technology studies, agricultural science and home economics. Three country teaching scholarship categories are available:

- \$26 000 (conditional on vacancy)
- \$20 000 (restricted country regions)
- \$10 000 (open to all country regions).

*New beginnings* scholarships are open to candidates seeking a career change who are currently studying or who intend to study a postgraduate teacher education program in one or more of the following secondary subject areas: mathematics, chemistry, physics, technology studies, agricultural science and home economics.

Professional experience scholarships are open to candidates in their third or final year of a teacher education program who will undertake their professional experience in a South Australian country public school location.

In 2011, 79 scholarships were allocated under the *Teaching scholarships* program.

#### • ***Teacher renewal program***

In 2011, the department implemented the *Teacher renewal* program to refresh the teaching workforce by creating additional employment opportunities for graduate and early career teachers. This was done by creating vacancies through the departure of late career teachers from the department. Through this program, eligible teachers could apply for a grant of up to \$50,000 to help them pursue other career opportunities outside of the South Australian public sector.

Unlike previous voluntary separation schemes, this program was only available to permanent teachers employed at a school and teachers who separated through this program were replaced by a graduate or early career teacher.

The objective of the 2011 *Teacher renewal* program was achieved, with 102 staff accepting a grant to separate from the department. The vacant 102 roles were advertised to early career or graduate teachers, with 29 starting their appointments in Term 3, 2011 and the remaining teachers commencing in 2012. This flexibility ensured that no early career/graduate teacher or their school would be disadvantaged if they had already accepted a short-term position for the remainder of the 2011 school year.

#### • ***Teach SA***

Teach SA is a new program to increase the number of qualified maths and science teachers in public schools and will be funded until June 2014. Announced in 2010 and launched in 2011 it aims to:

- recruit up to 40 new senior maths, physics and chemistry teachers to the department
- reskill up to 100 existing middle school maths and science teachers
- retrain up to 15 senior secondary maths, physics or chemistry teachers who are teaching.

The program includes the provision of postgraduate accredited training for all participants and significant support for the participant and their school including release time, funds for the school to embed the learning more widely through coaching and/or mentoring.

In 2011, six final-year maths and science education graduates have been recruited through the *Recruit* strand to teach in hard to staff metropolitan and country locations and will commence with their schools in 2012. A further 20 offers have been made to career change professionals who will qualify to teach senior maths, physics or chemistry. This follows a rigorous assessment centre that identified participants with high potential to teach. Those who accept will undertake a Master of Teaching and will commence teaching in July 2013.

The first cohort for *Reskill* commenced in October 2011 with participants selected for Cohort 2, due to start in January 2012.

Participants have also been identified for *Retrain* and will also start in January 2012.

- ***Aboriginal employment initiatives***

The department employed 577 Aboriginal staff as of 30 June, 2011, representing 2.2% of its employable workforce. This meets South Australia's Strategic Plan and the DECD *Aboriginal Strategy 2005 -2010* target of 2.0% representation of Aboriginal people employed across the department by 2011.

Throughout 2011 a number of initiatives continued to support the attraction and retention of Aboriginal people in the teaching profession including:

- a career intention survey for all Aboriginal employees that was devised for implementation in 2012. This survey will identify the career intentions, current qualifications and career development needs.
- a tender for an Aboriginal teaching pathways pilot program that was advertised. The successful university will design and implement this program for up to 10 aspirant Aboriginal employees in 2012 to gain qualifications towards teaching.

The department has three employment programs to increase the number of Aboriginal teachers in public schools and preschools:

- The *Aboriginal teaching scholarships* initiative provides financial support and permanent employment opportunities. In 2011, nine new scholarships were awarded, totalling 28 Aboriginal pre-service teacher education students receiving financial support. Of the 28, six will graduate and commence teaching in public schools in 2012.
- The *Aboriginal recruitment guarantee* scheme provided eligible and successful Aboriginal teachers with the opportunity to gain permanent employment within DECD schools and preschools. Four Aboriginal teachers will commence teaching from 2012 through this scheme.
- Two Aboriginal pre-service teachers received professional experience scholarships in 2011.
- The *Tarkaritya Tirkandi Aboriginal traineeship* program aims to increase the number of young Aboriginal people employed within central and regional offices. In 2011, 10

people were employed; five have successfully completed their traineeships and the remaining five will complete their traineeship in early 2012. All trainees are encouraged and supported to apply for registration to the Government Skills Register and the Aboriginal Employment Register.

- ***Aboriginal community education officers***

The engagement of community is critical to improving the educational outcomes of Aboriginal children and students. Aboriginal community education officers (ACEOs) facilitate effective school, family and whole-of-community engagement in education, and focus on student inclusion, wellbeing and identifying critical interventions that contribute to improving Aboriginal student learning outcomes. ACEOs are employed in schools and in regional offices.

In 2011, 21 ACEOs based in regional offices graduated in Certificate IV in Community Development and 44 school-based graduated in Certificate III in Community Services through the Aboriginal Access Centre, Adelaide and Whyalla campuses.

In November 2011 another 22 ACEOs commenced training in Certificate III in Community Development at the Aboriginal Access Centre, Adelaide.

In December 2011, 18 school-based ACEOs were offered permanency and all accepted the offer.

- ***Traineeship program***

During 2011, 35 trainees have been employed through our traineeship program in metropolitan and regional locations; 13 in corporate sites and 22 in school sites.

Traineeships commenced between January and April 2011 for up to 12 months.

The DECD strategy is to facilitate and support trainees to complete their study and undergo their competency assessment to gain employment in government as early as possible.

By the end of 2011, five trainees were successfully employed, with four gaining employment in South Australian government departments and one has gained employment in the private sector.

All trainees are supported to register with the Government Skills Register. In addition, Aboriginal trainees are encouraged and supported to apply to the Aboriginal Employment Register.

• ***Implementation of the South Australian Education Staff (Government Preschools and Schools) Arbitrated Award 2010***

In September 2010 the South Australian Education Staff (Government Preschools and Schools) Arbitrated Enterprise Bargaining Award 2010 commenced operation incorporating the outcomes of a two-staged decision handed down by the Industrial Commission of South Australia in February and June 2010. The Stage 1 decision dealt with wages, salaries and classifications and the Stage 2 decision dealt with conditions of employment.

The Enterprise Bargaining Implementation Taskforce focused on ensuring that sites were able to implement the arbitrated award and deploy funding provided under the student centred funding model (SCFM), which came into effect in 2011. Extensive information and support was provided to site leaders and staff during late 2010 and throughout 2011. In 2011 this included:

- ongoing bulletins, fact sheets and a dedicated website
- 17 x two-hour workshops with site leaders and finance staff during February and March 2011
- 12 x two-hour information sessions with governing councils on the new award and the SCFM during February and March 2011.

The department and the Australian Education Union agreed on a revised Personnel Advisory Committee Handbook that incorporates the arbitrated award conditions. All staff were informed advised of the training schedule from Term 2, 2011.

We worked with the principal associations and the AEU to develop a document that assists schools in their workforce planning processes including the identification of training and development priorities and recruitment strategies. This document was used during a series of interactive workshops of like school groupings during Term 4 2011 to help schools with planning their budget, curriculum and workforce planning for 2012. These workshops will be refined and continue in Term 1 2012.

During 2011, the AEU, Public Service Association and the department met fortnightly to progress a joint Review of teachers and leaders work, which the parties to the arbitrated award were obligated to undertake under clause 5.6. A review report which includes suggested strategies to reduce teacher and leader workload was completed for the parties to consider in December 2011. A departmental response to the review report has been tabled. A report on any outcomes of the review is due to the Industrial Relations Commission by 29 February 2012.

As part of the review, we released a discussion paper on the Directions for reform of the school services officer (SSO) workforce in September 2011. The purpose is to generate discussion about the future directions for SSO workforce reform amongst SSOs themselves, the wider education workforce, unions and principal associations. The recommendations in the paper will form a solid basis for further discussions during 2012.

A SCFM Review Group which includes AEU and principal association representatives met fortnightly in 2011 to review the SCFM. Recommendations were made to the chief executive and Minister for improvements for 2012 and were accepted. Information on the changes was provided to staff in September and October 2011. The review group will continue to meet during 2012 to identify potential improvements for 2013.

- ***Children's centres professional development program***

This professional development program supports professionals working in and with children's centres for early childhood development and parenting to achieve the children's centre vision and the four population outcomes identified within the outcomes framework.

In 2011, the professional development program was designed around five core elements: the children's centre model; leadership and integration; child development, learning and wellbeing; family and community partnerships; and cultural competencies.

There were more than 50 individual professional development events in 2011, with approximately 1 560 participants.

## **OUR WORKFORCE AT A GLANCE**

The following is a profile of employees who were actively employed or on paid leave as at the last pay day in June 2011. The creation of the new Department for Education and Children's Services did not occur until October 2011 and therefore the profile of the workforce represents DECS employees only.

Employees appointed under the Education Act account for the largest number of employees in the department, followed by those appointed under the Children's Services Act, Public Sector Act, South Australian Government Services Award and South Australian Government Transport Workers' Award.

As at the last pay day in June 2011, the department had 26 056 employees, or 20 730.8 full time equivalents (FTEs). The profile consists of employees employed under the Education Act, Children's Services Act, Public Sector Act, the South Australian Government Services Award and the

South Australian Government Transport Workers' Award and 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 was 46 years, and 60% of the workforce were aged 45 years and over.

Of the total workforce, 13 843 or 53% worked full-time and 12 213 or 47% were part-time employees. Female employees made up 75% of employees, while 25% were male.

The following is a profile of employees arranged by the Act or Award they were employed under, as at the last pay day in June 2011.

### CHILDREN'S SERVICES ACT

There were 1 723 employees employed under the Children's Services Act, located in preschools, occasional care and play centre programs consisting of directors, teachers and early childhood workers.

Of the total Children's Services Act workforce, there were 425 full-time and 1 298 part-time employees. Female employees made up 99%, while 1% were male.

### EDUCATION ACT (EXCLUDING SCHOOL SERVICES OFFICERS AND ABORIGINAL EDUCATION WORKERS (ABORIGINAL COMMUNITY EDUCATION OFFICERS))

The profile of Education Act employees consists of school sector teachers including teachers in leadership positions, seconded teachers, Education Act negotiated appointments (section 101B), temporary relieving teachers (TRTs) and hourly paid instructors based in school and non-school sites, but excludes school services officers and Aboriginal education workers (Aboriginal community education officers) who are reported elsewhere in this summary.

There were 16 464 employees employed under the Education Act (excluding school services officers and Aboriginal education workers (Aboriginal community education officers)) consisting of 10 929 full-time and 5 535 part-time employees.

Of the total Education Act workforce (excluding school service officers and Aboriginal education workers), 71% were female and 29% were male.

#### SCHOOL SERVICES OFFICERS (GOVERNMENT SCHOOLS) AWARD

There were 5 626 employees employed under the School Services Officers Award, consisting of 1 216 full-time and 4410 part-time employees. Female employees made up 88%, while 12% were male.

#### ABORIGINAL EDUCATION WORKERS (DECS) AWARD

There were 280 employees employed under the Aboriginal Education Workers Award, consisting of 92 full-time and 188 part-time employees. Female employees made up 79% of employees, while 21% were male.

#### PUBLIC SECTOR ACT

The profile of Public Sector Act employees consists of administrative services officers, allied health professionals, technical services officers, operational services officers and employees classified at the executive level.

There were a total of 1 355 employees employed under the Public Sector Act, consisting of 1 039 full-time and 316 part-time employees. Female employees made up 74%, while 26% were male.

#### SOUTH AUSTRALIAN GOVERNMENT SERVICES AWARD AND SOUTH AUSTRALIAN GOVERNMENT TRANSPORT WORKERS' AWARD

There were 608 employees employed under the South Australian Government Services Award and South Australian Government Transport Workers' Award consisting of government services employees and bus drivers.

Of the total government services employees and bus drivers, there were 142 full-time and 466 part-time employees. Female employees made up 17%, while 83% were male.

Note: 'Full time' is considered those greater or equal to 0.98 full time equivalent (FTE).

#### Employee numbers, gender and status

Profile of persons, fraction of time (FTE) and gender as at the last pay day in June 2011 and excludes employees on leave without pay		
Persons	26 056	
FTE's	20 730.8	
Gender	% Persons	% FTEs
Male	24.6	26.8
Female	75.4	73.2
Number of persons separated from DECS during the 2010/2011 financial year		1982
Number of persons recruited to DECS during the 2010-2011 financial year		2131
Number of persons on leave without pay at 30 June 2011		1079

Source: DECS VALEO system, DPC Workforce Information Collection June 2011

#### Number of employees by salary bracket as at the last pay day in June 2011

Salary bracket	Male	Female	Total
\$0 - \$50,399	1 523	6 383	7 906
\$50 400 - \$64 099	900	3 404	4 304
\$64 100 - \$82 099	2 488	7 086	9 574
\$82 100 - \$103 599	1 267	2 446	3 713
\$103 600 plus	238	321	559
TOTAL	6 416	19 640	26 056

Note: Excludes employees on leave without pay

Source: DECS VALEO system, DPC Workforce Information Collection June 2011

#### Workforce profile by gender and legislative act or award

Legislative Act or Award	Male	Female	Total	% employed by Act or Award
Education Act	5 539	16 831	22 370	85.9
Public Sector Act	352	1003	1355	5.2
Children's Services Act	22	1701	1723	6.6
SA Government Services Award and South Australian Government Transport Workers' Award	503	105	608	2.3
TOTAL	6416	19640	26 056	100.0

Note: Excludes employees on leave without pay

Source: DECS VALEO system, DPC Workforce Information Collection June 2011



*Status of current appointment (position) held by employee as at the last pay day in June 2011*

Gender	Persons				
	Ongoing	Short-term Contract	Long term Contract	Other (Casual)	Total
Male	2 621	1 935	1 115	745	6 416
Female	8 388	7 110	2 227	1 915	19 640
TOTAL	11 009	9 045	3 342	2 660	26 056
Gender	FTE				
	Ongoing	Short-term Contract	Long term Contract	Other (Casual)	Total
Male	2 495.6	1 668.1	1 084.1	301.7	5 549.5
Female	7 211.5	5 202.5	2 092.6	674.6	15 181.3
TOTAL	9 707.1	6 870.6	3 176.7	976.3	20 730.8

Notes: The terms ongoing, contract and casual relate to the appointment that the employee is holding at a particular date in time and is not a reflection of whether an employee is permanent or temporary. Profile excludes employees on leave without pay. Source: DECS VALEO system, DPC Workforce Information Collection June 2011

*Employees by age bracket and gender as at the last pay day in June 2011*

Age Bracket	Number of employees (persons)			% of DECS employees**	% of South Australian Workforce**
	Male	Female	Total		
15-19	24	47	71	0.3	6.4
20-24	249	773	1 022	3.9	10.4
25-29	498	1 505	2 003	7.7	11.0
30-34	491	1 457	1 948	7.5	10.1
35-39	544	1 893	2 437	9.4	10.3
40-44	553	2 388	2 941	11.3	11.0
45-49	604	2 673	3 277	12.6	11.5
50-54	950	3 420	4 370	16.8	11.4
55-59	1 489	3 303	4 792	18.4	9.4
60-64	758	1 720	2 478	9.5	5.5
65+	256	461	717	2.8	3.0
TOTAL	6 416	19 640	26 056	100.0	100.0

Notes: \* Due to rounding of figures, totals may not add up to 100%

\*\*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 May 2011. Excludes employees on leave without pay. Source: DECS VALEO system, DPC Workforce Information Collection June 2011

*Cultural and linguistic diversity of the workforce as at the last pay day in June 2011*

	Male	Female	Total	% of Agency	% SA Community*
Number of employees born overseas**	244	795	1039	4.0	20.3
Number of employees who speak language(s) other than English at home**	4	11	15	0.1	16.6

Notes: \* Benchmarks from ABS Publication Basic Community Profile (SA) Cat No. 2001.0, 2006 census. Data have been generated from 2003 OCEP survey and has not been updated since this time, hence figures will decrease from year to year.

\*\* number of employees who have reported this information.

Source: DECS VALEO system, DPC Workforce Information Collection June 2011

*Sick leave, family carers leave and miscellaneous special leave with pay (financial years)*

Leave type	Financial year				
	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Average number of sick leave days taken per full time equivalent employee	5.6	5.9	5.9	5.8	5.9
Average number of family carer leave days taken per full time equivalent	0.2	0.3	0.4	0.4	0.4
Average number of miscellaneous special leave with pay days taken per full time equivalent	5.2	5.3	5.6	5.5	5.5

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, DPC Workforce Information Collection June 2011

*Voluntary flexible working arrangements by gender as at last pay day in June 2011*

Arrangement	Male	Female	Total
Purchased leave*	0	0	0
Flexitime*	0	0	0
Compressed weeks*	0	0	0
Part-time	1 869	10 344	12 213
Job share*	0	0	0
Working from home*	0	0	0

Note: 'Part time' are employees who work less than 0.98 full-time equivalent (FTE).  
 \* This information is not collected at present. The Department is currently investigating methods to collect this information.  
 Source: DECS VALEO system, DPC Workforce Information Collection June 2011

*Number of Aboriginal employees as at the last pay day in June 2011*

Salary bracket	Aboriginal employees	Total employees	Percentage Aboriginal	% Strategic benchmark*
\$0 - \$50 399	287	7 906	3.6	2.0
\$50 400 - \$64 099	139	4 304	3.2	2.0
\$64 100 - \$82 099	102	9 574	1.1	2.0
\$82 100 - \$103 599	43	3 713	1.2	2.0
\$103 600 plus	6	559	1.1	2.0
TOTAL	577	26 056	2.2	2.0

Notes: \*Benchmark from SA Strategic Plan. For the first time in 2007 Aboriginal employees (Ancillary paid by the school) have been included. Therefore data is not comparable prior to 2007. Excludes employees on leave without pay.  
 Source: DECS VALEO system, DPC Workforce Information Collection June 2011

*Total number of employees with disabilities as at last pay day in June 2011*

Male**	Female**	Total**	% of DECD
112	208	320	1.2

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 2011				
Disability	Male	Female	Total	% of DECD
Disability Requiring Workplace Adaptation**	103	183	286	1.1
Physical**	45	87	132	0.5
Intellectual**	1	4	5	0.0
Sensory**	1	3	4	0.0
Psychological/Psychiatric**	66	116	182	0.7

Source: DECS VALEO system, DPC Workforce Information Collection June 2011.  
 \*\* number of employees who have reported this information

**OCCUPATIONAL HEALTH, SAFETY AND INJURY MANAGEMENT**

**STRATEGIC OBJECTIVE:**

- 2) Excellence in education and care
- 4) A successful and sustainable organisation

South Australia's Strategic Plan Target 21: Greater Safety at Work sets the agenda for safety across the public sector with the government's *Safety in the public sector 2010-2015* (the Strategy) underpinning the Premier's Zero Harm vision.

The Department for Education and Child Development is committed to supporting safety management as a core public sector value in accordance with the four supporting key elements of the Strategy.

**COMMITMENT TO THE MANAGEMENT OF SAFETY AND WELLBEING**

- DECD's commitment to safety is reflected in our occupational health, safety and welfare and injury management (OHSW&IM) policy 2010. We are committed to providing safe and healthy workplaces and to eliminate conditions and incidents that could result in personal injury or ill health to staff, students or visitors.
- The department is committed to improvement strategies and greater awareness of early warning signs. Such initiatives include the Employee assistance program, early intervention program, early notification of injury and return to work assistance, improved complaints management procedures, mental health information and management advice for sites.
- We continually review and improve our occupational health and safety (OHS) and injury management systems to eliminate as far as reasonably practicable all workplace injury and illness.

## All executives by status in current position, gender and classification as at the last pay day in June 2011

Classification	Ongoing		Contract tenured		Contract untenured		Total					
	Male	Female	Male	Female	Male	Female	Male	% Male to total exec	Female	% Female to total exec	Total	% to total exec
Public Sector Act												
Executive Level F	0	0	0	0	1	0	1	0.2%	0	0.0%	1	0.2%
Executive Level C	0	0	1	0	0	0	1	0.2%	0	0.0%	1	0.2%
SA Executive Service Level 1	0	0	0	0	10	11	10	1.9%	11	2.1%	21	4.1%
SA Executive Service Level 2	0	0	0	0	3	4	3	0.6%	4	0.8%	7	1.4%
Public Sector Act negotiated conditions*	1	0	0	0	0	0	1	0.2%	0	0.0%	1	0.2%
Sub-Total	1	0	1	0	14	15	16	3.1%	15	2.9%	31	6.0%
Education Act												
Principal PCO9	0	0	8	12	1	0	9	1.7%	12	2.3%	21	4.1%
Principal PCO8	0	0	8	10	2	0	10	1.9%	10	1.9%	20	3.9%
Principal PCO7	0	0	11	15	0	1	11	2.1%	16	3.1%	27	5.2%
Principal PCO6	0	0	30	17	0	0	30	5.8%	17	3.3%	47	9.1%
Principal PCO5	1	0	43	51	2	1	46	8.9%	52	10.1%	98	19.0%
Principal PCO4	2	0	41	80	2	1	45	8.7%	81	15.7%	126	24.4%
Superintendent	0	0	3	2	0	0	3	0.6%	2	0.4%	5	1.0%
Curriculum Superintendent	0	0	1	3	0	0	1	0.2%	3	0.6%	4	0.8%
Regional Director	0	0	9	6	0	0	9	1.7%	6	1.2%	15	2.9%
Assistant Regional Director	0	0	6	8	1	0	7	1.4%	8	1.5%	15	2.9%
District Improvement Coordinator	0	0	0	1	0	0	0	0.0%	1	0.2%	1	0.2%
Manager Regional Services	0	0	5	15	0	1	5	1.0%	16	3.1%	21	4.1%
Education Act negotiated conditions	0	0	27	50	2	7	29	5.6%	57	11.0%	86	16.6%
Sub-Total	3	0	192	270	10	11	205	39.7%	281	54.4%	486	94.0%
TOTAL	4	0	193	270	24	26	221	42.7%	296	57.3%	517	

Notes: 'Executives' are defined as employees who receive a total salary equivalent to \$104 008 per annum or more (equating to EL1 minimum under the public service structure). 'Deputy principals' at PCO4 classification level and above and 'Senior leaders' at Level 4 meet the 'Executive Salary Threshold', but are excluded as they are not considered part of the 'Executive' group. Excludes employees on leave without pay. \* Ministerial Appointment.

Source: DECS VALEO system, DPC Workforce Information Collection June 2011

- A comprehensive review of the department's occupational health, safety and injury management systems has commenced. The focus of the review is to identify a business model that better defines health and safety responsibilities across the department and propose a framework for best practice.

#### ACCOUNTABILITY FOR SAFETY AND WELLBEING PERFORMANCE

- DECD has a three-tiered consultative structure comprising of a State OHSW&IM committee, regional OHSW&IM committees and local worksite committees. Through this mechanism issues related to policy development and implementation are communicated.
- DECD employs specialist expertise to manage the claims and return to work process. DECD also employs resources for hazard identification and risk management, with a dedicated injury prevention team and a software package (Business Manager) for sites to manage their hazards and risks.
- A range of information management and systems are utilised to monitor and report on trends, claims, costs, hazards, incidents and targets in a range of performance indicators. The department has a dedicated officer to manage projects related to research, analysis, reporting and interpretation of information and data to contribute to ongoing OHSW&IM system improvement programs. We provide a variety of health and safety training programs.
- The chief executive's commitment statement perpetuates accountable leadership to achieve standards in safety and wellbeing. The statement encourages employees to value workplace health and safety and safe work environments.

#### INTEGRATED RISK MANAGEMENT

- The DECD *Risk management* policy outlines the management of risk across the department. This policy incorporates the AS/NZ ISO 31000:2009 standard to identify, evaluate and control safety risks. The policy incorporates safety and wellbeing as key elements within the portfolio/agency framework for risk management.

- The DECD OHSW&IM policy establishes a consultative structure and process, enabling consultation with health and safety representatives and committees on issues relating to health and safety. The policy provides effective occupational rehabilitation programs and case management practices that use early intervention, and collaborative processes to safety return 100% of post injured or ill employees back to work.

#### EFFECTIVE MEASUREMENT AND EVALUATION

- DECD safety and injury management systems are evaluated and monitored through regular reporting including statistical and audit reports as well as external evaluation by WorkCover SA and SafeWork SA. The internal audit program evaluates the effectiveness of systems at the local level through site and program reviews. This information is utilised to identify trends and risks, and allows for the development of strategies to improve performance at the local and organisational levels.
- Evaluation of the effectiveness of the OHSW&IM policy occurs through a range of audit processes in accordance with the WorkCover SA *Performance standards for self-insured employers* and the *South Australian public sector code of practice for crown self-insured employers*. These processes include a review of OHSW&IM performance.
- The most recent WorkCover evaluation of DECD took place between July and October 2010. WorkCover SA approved a notional renewal for DECD to 30 June 2013.
- The DECD *Risk management* policy clearly outlines the accountability mechanisms for DECD. The effectiveness of the risk management policy will be evaluated independently, in terms of its purpose and objectives in accordance with the DECD evaluation strategy. The Audit and Risk Committee (ARC) will ensure an independent audit of DECD risk management systems and processes.

## WORKERS COMPENSATION PERFORMANCE

- Claims numbers remained steady at 803 compared to 804 for the previous 12 months.
- Total claims expenditure reduced over the last 12 months by almost 24% to \$15 735 092.
- There was a decrease of \$6.7 million (7.4%) in the outstanding liability (from \$90.6 million as at June 2010 to \$83.9 million as at June 2011).
- DECS saved \$5.5 million in total unfunded liability costs in the last 12 months on long-term claims (claims with an injury date between 1 July 1994 and 30 June 2004).

OHS notices and corrective action taken	
Number of notifiable occurrences pursuant to OHS&W Regulations Part 7 Division 6	18
Number of notifiable injuries pursuant to OHS&W Regulations Part 7 Division 6	53
Number of notices served pursuant to OHS&W Act s35, s39 and s40 (default, improvement and prohibition notices)	10

Agency gross workers compensation expenditure for 2010-11 compared with 2009-10				
Expenditure	2010-11	2009-10	Variation + (-)	% Change + (-)
Income maintenance	\$8 994 426	\$9 087 929	-\$93 503	-1.0%
Lump sum settlements	\$1 790 500	\$4 891 502	-\$3 101 002	-63.4%
Lump sum settlements Permanent disability – Sect. 43	\$774 715	\$1 563 852	-\$789 137	-50.5%
Medical/hospital costs combined	\$3 409 316	\$4 232 158	-\$822 842	-19.4%
Other	\$766 135	\$909 110	-\$142 975	-15.7%
Total claims expenditure	\$15 735 092	\$20 684 550	-\$4 949 458	-23.9%

1 – Before third party recovery

Meeting safety performance targets					
	Base: 2009-10	Performance: 12 months to end of June 2011*			Final target
	No's or %	Actual	Notional quarterly target**	Variation	No's or %
1. Workplace fatalities	0	0	0	0	0
2. New workplace injury claims	804	803	764	39	603
3. New workplace injury claims frequency rate	24.05	23.92	22.84	1.07	18.03
4. Lost time injury frequency rate ***	12.26	12.87	11.65	1.22	9.20
5. New psychological injury frequency rate	4.10	4.47	3.89	0.58	3.07
6. Rehab and return to work:					
6a. Early assessment within 2 days	20.27%	15.58%	80.00%	-64.42%	80% or more
6b. Early intervention within 5 days	79.41%	83.11%	90.00%	-6.89%	90% or more
6c. Days lost <= 10 days	54.57%	58.06%	60.00%	-1.94%	60% or more
7. Claim determination					
7a. Claims determined for provisional in 7 calendar days	42.44%	60.64%	100.00%	-39.36%	100%
7b. Claims determined in 10 business days	73.59%	77.01%	75.00%	2.01%	75% or more
7c. Claims still to be determined after 3 months	5.51%	4.70%	3.00%	1.70%	3% or less
8. Income maintenance payments for recent injuries:					
2009-10 Injuries (at 24 months development)		\$4 273 829	\$3 512 415	\$761 414	Below 2 years average
2010-11 Injuries (at 12 months development)		\$1 834 628	\$1 629 418	\$205 210	Below 2 years average

\* Except for Target 8, which is YTD. For Targets 5, 6c, 7b and 7c, performance is measured up to the previous quarter to allow reporting lag. \*\* Based on cumulative reduction from base at a constant quarterly figure. \*\*\* Lost time injury frequency rate injury frequency rate for new lost-time injury/disease for each one million hours worked. This frequency rate is calculated for benchmarking and is used by WorkCover SA. Formula for lost time injury frequency rate (new claims): Number of new cases of lost-time injury/disease for year x 1 000 000 number of hours worked in the year.

## DATA REQUIRED AS PART OF STATUTORY REPORTING RESPONSIBILITIES

### OVERSEAS TRAVEL

Reasons for travel	Destinations	Staff	Total cost to DECD
Business development/marketing	Thailand, Malaysia, France, Germany, Singapore, South Korea, New Caledonia, China, Hong Kong, Macau, Vietnam, Japan, Reunion	15	\$190,080.68
Professional development	China, South Korea, Sri Lanka, India, Canada, USA, Singapore, Malaysia, Myanmar, Spain, France, Japan, Germany, Italy, Indonesia, Thailand, Vietnam, Ireland, Northern Ireland, Greece, Solomon Islands, United Kingdom	171	\$903,649.92
Professional development (International Baccalaureate)	Singapore	4	\$22,275.96
Professional development (Teacher exchanges)	USA, Denmark, New Caledonia, Canada, United Kingdom, Japan	17	\$985,443.92
Sister school visits	Italy, Malaysia, France, Japan	9	\$81,962.07
Student excursions	Italy, France, Spain, Thailand, Malaysia, Germany, Japan, New Caledonia, China, Vietnam, Laos, Namibia, Botswana, South Africa, United Kingdom, Singapore	77	\$693,773.54
Conduct of official DECD business	Germany, Switzerland, Singapore, USA, Canada	11	\$62,281.57
<b>TOTALS</b>		<b>304</b>	<b>\$2,939,467.66</b>

Accounts payable performance				
Particulars	Number of accounts paid	% of accounts paid (by number)	Value in \$A of accounts paid	% of accounts paid (by value)
Paid by due date*	76 701	64.56%	1 552 708 319	84.74%
Paid late but paid within 30 days of the due date	28 614	24.08%	203 184 306	11.09%
Paid more than 30 days from the due date	13 493	11.36%	76 417 845	4.17%

\*The due date is defined as per section 11.7 of Treasurer's Instruction 11 Payment of Creditors' Accounts. Generally, unless there is a discount or a written agreement between the public authority and the creditor, payment should be within 30 days of the date of the invoice or claim. Source: Corporate Services DECD.

Contractual agreements (>\$4m)		
Contract	Purpose of contract	Total
Telstra Corporation	School Portal, Email, Web and Collaboration Solution. Customer agreement under OCIO Head Agreement with Telstra	\$12 742 400 (inc GST)

Source: Procurement & Contracting DECD

Consultancies undertaken during 2011				
Financial year	Number of consultancy contracts entered	Value of consultancy contracts entered (GST exclusive)	Number of consultants paid	2010-11 consultancy expenditure
2010-11	6	\$152 085	9	\$236 012

Source: Financial Accounting and Compliance, DECD

- Consultant: Adelaide Research and Innovation Pty Ltd. Contract entered into 2009-2010. 2010-2011 expenditure was \$44 340 (GST Excl).
- Service: Gather information about the department's current and potential teacher workforce and develop a workforce planning model and analysis to support the planning of the teacher workforce.
- Consultant: Adelaide Research and Innovation Pty Ltd. Contract entered into 2010-2011. 2010-2011 expenditure was \$13 600 (GST Excl).
- Service: Conduct consultancy services for the department's Workforce Modelling Project.
- Consultant: KPMG. Contract entered into 2010-2011. 2010-2011 expenditure was \$55 125 (GST Excl).
- Service: Provide professional advice on financial modelling and costing work and confirm the benchmark and indexation for bus services contracts.
- Consultant: Aurecon Australia Pty Ltd. Contract entered into in 2006-2007. 2010-2011 expenditure was \$53 933 (GST Excl).
- Service: Advice and assistance in establishing a services infrastructure Public Private Partnership (PPP).
- Consultant: Sean Power. Contract entered into 2010-2011. 2010-2011 expenditure was \$34 091 (GST Excl).
- Service: Engaged to provide 250 occupational, health and safety site audits
- Consultant: Ken Francou. Contract entered into 2010-2011. 2010-2011 expenditure was \$16 695 (GST Excl).
- Service: Engaged to review teachers' and leaders' workload.
- Consultant: PKF Accounting (SA) Pty Ltd. Contract entered into 2008-2009. 2010-2011 expenditure was \$1 930 (GST Excl).
- Service: Engaged to investigate the devolution of operational asset management to sites and the development of a best value solution within an acceptable risk management framework

Consultant:	PKF Accounting (SA) Pty Ltd. Contract entered into 2010-2011. 2010-2011 expenditure was \$7 298 (GST Excl).
Service:	Engaged to provide probity advisory services for the new bus services contracts.
Consultant:	William (Bill) Cossey. Contract entered into 2010-2011. 2010-2011 expenditure was \$9 000 (GST Excl).
Service:	Engaged to review aspects of policies and practices regarding bullying and violence in schools.

## ENERGY USE AND SUSTAINABILITY

### STRATEGIC OBJECTIVE:

#### 4) A successful and sustainable organisation

DECD is actively involved in a number of energy reduction strategies to assist in meeting the whole-of-government Energy Efficiency Target 61 (South Australia's Strategic Plan) to reduce energy use. A focus has been on visiting schools and preschools to assess first hand the energy and water use across the site. This practice has opened up opportunities for behaviour change in the school community and the identification of energy and water initiatives that will improve sustainability and lower costs.

### ENERGY DEMAND MANAGEMENT SYSTEMS

Sixteen schools with high energy use were funded to install an energy demand management system. The load shedding systems are expected to reduce each schools peak energy demand resulting in the ability to request a reduction in network tariffs from the electricity supplier/retailer.

Installation of these energy demand management systems is now complete and the schools and installers are using these systems to monitor peak energy loads and consumption with a view to negotiating improved network charges with the current electricity provider.

### NATIONAL SOLAR SCHOOLS PROGRAM

A total of 127 schools completed a range of energy efficiency related projects in Round 1 of the Australian Government funded *National solar schools* program (NSSP) which will assist in the reduction of carbon pollution, greenhouse gas emissions and assist South Australia's government schools to reduce their energy efficiency and mains water usage.

In Round 1, SA Government Schools received total funding of \$6 157 167 (GST exclusive). The projects have included the following examples of energy efficient measures: solar systems, rain water tanks, solar hot water systems, energy efficient lighting and sensors, timers and thermostats.

A further 89 schools have been funded for Round 2010-11 at a cost of \$3.7 million. In addition to this \$3.3 million has been allocated for South Australian government school NSSP projects, for the 2011-12 and 2012-13 funding round.

### ENERGY EFFICIENCY AND ENERGY USE

DECD Central Office has met South Australia's Strategic Plan energy efficiency Target 61 for government buildings (to improved energy efficiency by 30% by 2020). As a tenant, DECD Central Office is responsible for its lighting and power use. The corporate energy usage (consisting of electricity and vehicle fuel consumption) has decreased by 96 212GJ from 2000-01 (135 587GJ) to 2010-11 (39 212GJ), a reduction of 70% from 2000-01 consumption level.

The energy efficiency value of 7.45% for DECD schools/preschools and Central Office/regional offices combined for 2010-11 has been calculated based on business measures that have changed significantly or are currently incomplete in this reporting period. Electricity usage in schools and preschools has increased due to the additional plant and equipment installed on site as part of the BER and DER programs. In addition, the overall spatial data for all departmental schools and preschools is currently being audited following changes that have occurred with recent programs such as BER and *Capital works*.

## WATER EFFICIENCY AND WATER USE

Government schools and preschools continue to show a trend in improving water efficiency and reducing consumption. This has been assisted by the management of irrigation

scheduling and water use under the Irrigated Public Open Space Code of Practice and the connection of schools irrigation to Aquifer Storage and Recovery (ASR) Schemes in the Salisbury, Tea Tree Gully and Playford Council.

*Fraud report 2011*

Number	Nature of inquiry	Administrative disciplinary measures	Referred to other agencies/units	Resulted in prosecution	Recovery
3		Case 1: • Minor payment involved. Referred to regional director for performance management. Case closed.	Regional office	No	N/A
		Case 2: • Referred to regional director for performance management. Case closed.	SAPOL Site Asset Services Site Financial Services Special Investigations Unit (SIU) Regional Director	No	\$3,875.62
		Case 3: \$80,000 • SAPOL investigation concluded – no action Internal review being progressed by SIU.	SAPOL Special Investigations Unit (SIU)	No	
2	Theft	Case 1: • Theft/misuse of funds. • Ongoing SIU/Police Investigation.	SAPOL Special Investigations Unit	Under investigation	Under investigation
		Case 2: • Theft of funds. • Police/SIU investigation identified a loss rather than a theft. Case closed.	SAPOL Special Investigations Unit	No	N/A
1	Potential fraudulent claim of childcare benefit	Cases 1 • Under investigation	Office for Early Childhood Development	Under investigation	Under investigation
3	Potential misappropriation of funds	Case 1: • Person dismissed. Case closed	Special Investigations Unit	No	Amount not quantified due to quality of records
		Case 2 • Local employee no longer employed. Under police investigation.	SAPOL HR	Police to prosecute in 2012.	Still under investigation
		Case 3 • Under police investigation.	SAPOL Special Investigations Unit	Under investigation	Under investigation



## DISABILITY ACTION PLAN 2011

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

The following programs support compliance with the Disability Discrimination Act (DDA) through the provision of inclusive learning environments that facilitate equal access and increase learning outcomes for children and students with additional needs.

### DISABILITY ACTION PLAN 2011

The DECD *Disability action plan* represents the department's commitment to ensuring that those with disability are not treated less favourably than those without a disability.

The plan was developed within the context of Australian and State Government legislation and State Government priorities and objectives to ensure DECD complies with the Australian Government's *Disability Discrimination Act 1992* and the *Standards for Education 2005* and the South Australian Government *Equal Opportunity Act 1984 and 2009*.

The State Government strategy, *Promoting independence: Disability action plans for South Australia* assists DECD to meet these legislative requirements. In the 2010-2011 report, DECD showed improved outcomes across all target areas.

The director, Special Education has responsibility for the monitoring and review of the DECD *Disability action plan*.

The principles of the plan are reflected in other documents, including:

- *The Strategic Plan 2012-2016 for public education and care*, Department for Education and Child Development
- *Students with disabilities* policy 2006
- *Supporting and managing children's behaviour: An early childhood resource*, 2004

- *Belonging, Being and Becoming. The early years learning framework for Australia* 2009
- The Australian Curriculum
- *South Australian Curriculum, Standards and Accountability framework*, 2001
- *A flying start: The early years strategy*, 1999
- *Managing diversity*, 1999
- *Including children with disabilities and/or developmental delay in preschools*, 1999
- *Merit selection policy and procedures: school sector*, 2011.

In late 2007, DECS launched *On the same basis: Implementing the Disability Discrimination Act education standards*, which provides guidelines for preschools and schools on the implementation of the education standards which flow from the Disability Discrimination Act 1992. It is a supporting document for the Disability action plan, and includes an action plan for preschools and schools which has been made available to all departmental staff.

Students with disabilities account for 9.1% of total school population and of that group, 81.6% attend mainstream schools, 12% attend a special class or disability unit located on a mainstream site and 6.3% attend a special school. (*Statistical update* Issue 95)

### GOAL 1 CONNECTING WITH COMMUNITIES

#### • **Strategic Objective: Access**

There will be improved access to quality services, and the people using the services will have a say about how they are delivered.

In response to the growth in the numbers of students with disability in government schools, a new Disability Unit was built at Mt Barker Primary School and buildings at Wirreanda High School were refurbished, creating a new Disability Unit. These new facilities, which will open at the start of 2012, will cater for the needs of up to 20 students at each site. The building of two additional disability units at Blakeview Primary School and the Craigmore High School is scheduled to be completed in early 2012.

In 2011, a new special class was opened at Murray Bridge South Primary School and a second special class was established at Seaton High School catering for the needs of students with disability in Years 8-12.

Work is currently progressing on the two autism-specific units to be situated at The Heights Preschool to Year 12 School and Blackwood Primary and Blackwood High Schools. These units are scheduled to be opened in 2013 and will cater for the specific needs of this cohort of students.

To better cater for the needs of students with special needs in age appropriate and inclusive settings the relocation of the following schools is in progress.

The special schools listed below are currently involved in the planning for the relocation of their specialist facilities to mainstream sites to better promote the inclusion of students with disabilities with age appropriate peers:

- Ashford Special School, to William Light R-12 School
- Kensington Centre to Charles Campbell Secondary School
- Elizabeth Special School to Mark Oliphant College
- Port Augusta Special School to Flinders View Primary School
- Riverland Special School to Glossop Senior Campus
- Whyalla Special School to Nicholson Avenue Primary School

These purpose-built facilities will provide places for more than 450 students with disabilities.

During 2011 the Swimming and Aquatics Unit provided additional support to more than 3 000 students with disability to enable participation in a swimming/aquatics program, each student was able to access up to 7.5 hours of instruction per term.

Instructors received training to support their work with students with additional needs on an 'as needed' basis during 2011.

The department's Special Needs Education Helpline (FREECALL 1800 222 696) responded to more than 490 enquiries from families of children and young people with disability and learning difficulties in 2011.

Funding support provided for deaf students who access curriculum through Auslan (Australian Sign Language) includes preschool children. During 2011, 75 children and students were provided with additional support to ensure curriculum access through Auslan.

In association with TAFE SA, a demanding and popular course in the Linguistics of Auslan was delivered for 22 Deaf and hearing staff.

In supporting students with moderate hearing impairment, 45 classroom amplification devices ('soundfields') were provided for trialling to assist sites to determine if a room's acoustics are suitable for amplification prior to installation of a system. Soundfields overcome the problems of background noise and distance from the teacher by amplifying the teacher's voice by about 4-8 decibels through speakers around the room.

The Early Intervention Service, Hearing impairment project provided another 24 systems to support children with impaired hearing for the duration of their preschool enrolment. Preschools and schools were supported with trials, installation and staff training.

The Special Education Resource Unit (SERU) provides a range of specialised services, equipment and teaching and learning resources to support the development and learning of children and students with disabilities and learning difficulties. A comprehensive professional development calendar is also scheduled annually and family education sessions are held each term.

During 2011 a project using iPad technology was implemented to investigate the potential of this technology for children who are deaf or hearing impaired. Initial findings are very encouraging with families embracing the technology and reporting positive outcomes. This project will continue in 2012 and analysis of data will inform future directions, including advice provided by SERU about iPad technology and applications available to facilitate learning outcomes for students with disabilities and learning difficulties.

Conductive Education provides a holistic educational approach for children and students with physical and multiple disabilities based on active learning. Seventy two children accessed the service in 2011 including a service for secondary students at Findon High School.

The Communication Support Service provides support to students with severe speech and language difficulties. Ninety one students were supported in 2011. Project officers also provide professional support to educators and support personnel working with targeted students. Training is also provided to teachers and SSOs working in the six speech and language classes.

An iPad technology project with the speech and language classes investigated how this technology can optimise speech and language outcomes. Following training, teachers are trialing and gathering data. This will inform advice provided to facilitate learning outcomes for students with disabilities and learning difficulties.

An inclusive learning technologies service provides advice for technology solutions for individual students, which included initiatives enabling many people to road test iPad technology. An iPad loan scheme has been introduced to support this initiative.

iPad training and video conferencing events have been delivered to more than 1 200 families, educators, support personnel and service providers from other agencies during 2011.

The *Transport assistance* program supports families and carers to get children with disabilities to and from a special facility when they bypass their local preschool or school to attend the facility.

During 2011 the following assistance was provided:

- 715 families/carers received car reimbursement
- 86 families received a bus allowance
- 1 613 students travelled in DECD contracted or owned vehicles (taxi or bus) (There are 404 school runs)
- 12 students travel with an access assistant for complex health issues
- 9 children travel without other children because of challenging behavior.

A 'travel safe' resource to support sites to prepare children/ students to travel safely has been developed for distribution in 2012.

An *Equipment provision* program provides specialised equipment to sites to support the access, inclusion and participation of children and students with disabilities. The 1 700 items of specialized equipment include change tables, hoists, toilet chairs, ramps, standing frames, laptops, software programs, alternative key boards, portable notetakers and 'soundfield' systems.

Professional development provided by SERU includes a comprehensive range of professional learning opportunities for families, teachers and other professionals pertaining to the development and education of children/students with disabilities and learning difficulties. In 2011, 685 participants attended workshops at SERU.

• ***Strategic Objective: Connections***

Services will focus on the individual learning needs of young people from diverse cultural and social backgrounds, particularly Aboriginal people.

To promote the curriculum access and retention of Aboriginal students with otitis media, an ongoing cross-agency program for identification and service delivery continues with Flinders University. Otitis media is an infection within the middle ear that impacts upon hearing.

During 2011, this program provided 554 Aboriginal primary school students in the metropolitan area with hearing assessments at local schools. Following the identification of impaired hearing, training and resources for the teacher and family were provided. In addition to training on inclusive methodology, schools are also supported with improved acoustics and classroom amplification equipment.

The department continued participation in the 2009-2011 whole-of population evaluation of hearing and ear health of children in the Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands). During 2011, 621 hearing assessments were conducted with 16% of all students being referred for further medical follow-up.

As part of the department's Aboriginal strategy, 65 'soundfield' systems were provided for preschools with significant Aboriginal enrolments. Soundfields benefit all students, and especially those with a mild/moderate hearing loss.

## GOAL 2: DEVELOPING YOUNG PEOPLE

### • *Strategic Objective: Early foundation*

Families and communities will have the confidence, knowledge and capacity to support the early development of their children.

The *Preschool support* program enabled over 2000 children who have a disability or additional need to attend their local preschool during 2011. Support included training and the provision of additional staff to implement individually tailored programs which are devised in consultation with centre staff, parents and relevant professionals that are engaging with the child.

There are seven inclusive preschool programs located within mainstream preschools across the metropolitan and country regions. These programs cater for children with high support needs who require a specialised individual program, including those with severe and multiple disabilities, Autism, global developmental delay or a combination of physical social and cognitive needs, with up to six children attending each program.

There are eight speech and language programs based in eight metropolitan preschools catering for young children

with severe speech and or language needs by providing a high level of specialised support and are staffed with a speech pathologist and a specialised language teacher.

To ensure that all families with newborns diagnosed with impaired hearing are provided with counselling and support, the department engaged families with an early intervention service provider to ensure there were minimal delays to the development of language and cognition prior to school engagement. As part of the Newborn screening program with SA Health 45 newborns and young children were referred to the DECD psychologist, Educational Services by SA Health during 2011 in addition to another 60 school-aged children diagnosed with hearing impairment.

The Early Intervention Service: Hearing Impairment provides a home-based service to the extended families of infants diagnosed with hearing impairment from time of diagnosis with hearing impairment to school entry. The service supported 87 children and families in 2011.

The range of specialised services provided by SERU includes family mornings to facilitate the engagement of families in their child's learning and development. More than 100 parents participated in sessions such as Make it take it (to develop resources specific to individual children), Engaging your child in maths, An introduction to the iPad and one session facilitated by Autism SA.

### • *Strategic Objective: Maximising potential*

Young people will have access to services that provide the opportunity for them to reach their potential.

Students with disabilities and challenging behaviours are provided with additional support to address behaviour management issues and promote inclusion. During 2011 this targeted funding was allocated to 121 students (\$949 829) in mainstream and special options schools across South Australia in 2011.

Special Education provided significant funding to support more than 100 school service officers to complete the competency-based Certificate III in Government-Disability Stream.

The range of services provided by SERU includes the management of assessment tools and consumables for DECD psychologists and speech pathologists. During 2011, 230 guidance assessments and resources and 203 speech assessment and resources were provided for educational psychologists and speech pathologists.

The *Peer awareness* program for teachers of students with autism spectrum disorders was developed to support the staff, students and families of children with autism in managing the impact of bullying, teasing and negative social interactions. This provided a package of information and resources for three age groups and has been distributed to all schools.

### GOAL 3: AIMING FOR A BETTER FUTURE

#### • *Strategic Objective: Focus on learning*

Young people will be effective learners and be supported to achieve their best.

The Learning Difficulties (LD) Support Team provides support to schools and families across the State for children and students with learning difficulties such as dyslexia from preschool to Year 12.

A total of 135 training sessions were provided in 2011 which complement the work of the Literacy Secretariat, Innovative Community Action Networks (ICAN) programs and the birth to Year 12 curriculum framework.

The annual four-day Special Education Expo for educators and families provided professional development focussing on literacy, numeracy, learning difficulties, inclusive technology, explicit teaching practices and curriculum differentiation. The expo included 85 workshops which attracted 1 698 registrations.

Funding for supporting students with learning difficulties is delivered to each school through the school *Resource entitlement statement* (RES). These grants are based on a number of factors including total enrolments and socio-economic disadvantage factors. The total allocated in 2011 was \$10 383 million.

### The Special Education Resource Unit

The range of specialised services provided by SERU includes an extensive resource collection, available for borrowing by parents/carers of children with disabilities or learning difficulties within South Australia, department personnel, consultants from Catholic and Independent schooling sectors and other professionals working in the disability sector.

Materials include curriculum resources, developmental learning resources, specialised and adapted resources, screening and assessment materials, reference materials and journals. There are:

- 6 576 registered borrowers
- 25 000 resources.

Students with disabilities in three council areas (Port Adelaide/Enfield, Playford and Port Augusta) continue to access the Choices and connections: The 'better pathways' services approach for young people with disabilities. Identified students who are at risk of disengagement are linked with a *Better pathways* worker from Year 9 to one-year post-school who acts as a mentor, advocate and guide. During 2011 this initiative was transferred from the Social Inclusion Unit to DECD.

SERU also worked closely with the SACE Board to identify students eligible to undertake SACE Modified subjects. This has included gathering data and information about 1000 students across the state.

SERU worked with the SACE Special Provisions Advisory Board to ensure that eligible students have access to appropriate special provisions for curriculum delivery and assessment.

Students with disabilities were included in the NAPLAN and resources were provided for staff supporting students with disabilities and learning difficulties. Special provisions and exemptions for eligible students were provided to students undertaking the NAPLAN test.

Capacity building for the school service officers (SSOs) is an essential component in improving learning outcomes for students with disability. In 2011, SERU facilitated

the competency-based training in Certificate III in Government-Disability Stream for SSOs which enabled 100 school-based SSOs to complete the qualification.

Support is provided for DECD staff undertaking postgraduate study in targeted areas. In 2011, this program supported 22 staff undertaking a Master of Special Education (Deaf and Hard of Hearing Specialisation).

• ***Strategic Objective: Future opportunity***

Young people will be guided through learning pathways that equip them for citizenship, employment and a strong future within a globalised economy.

Secondary students with disability are provided with the opportunity to be guided through learning pathways that equip them for employment and citizenship through programs at Daws Road and Prospect Centre (incorporating the Hyde Street program). These programs cater for the learning needs of up to 180 students with disability in the Southern and Northern Adelaide Regions aged 15 years and over.

The centres are aspirational in nature and work closely with students, families, enrolling schools, Disability Enterprise Services providers, Australian Disability Enterprises and employers to develop the skills students need to become independent and participate in the workforce. The two centres offer a range of work related VET Certificate I and II courses and SACE Stage 1 and 2 courses.

## REPORTING AGAINST THE CARERS' RECOGNITION ACT

### STRATEGIC OBJECTIVE:

- 1) Every child achieves their potential
- 2) Excellence in education and care
- 3) Connect with communities

### Relationships, partnerships and networks with organisations that represent carers

The DECD Child & Student Wellbeing Team represents DECD and actively participates in:

- Young Carers Australian Research Council Linkage Project
- Young Carers in Education Working Group
- Young Carer Mental Health Schools Liaison Project
- South Australian Carers Reference Group
- Whole of Government Carers Implementation Group
- Grandparents for Grandchildren networks
- school counsellor networks.

At individual school sites young carers are encouraged to access support and be involved in decision-making via:

- student representative councils
- pastoral care programs
- student voice activities
- student counsellors.

### Relationships, partnerships and networks with communities or organisations that represent or provide services to ATSI carers (including nature of the relationship eg, formalised, funder etc)

- Young Carers ARC Linkage Project (Research Partner)
- Young Carers in Education Working Group (Partner)
- Young Carer Mental Health Schools Liaison Project (Partner)
- South Australian Carers Reference Group (DECS representative)

- Whole of Government Carers Implementation Group (DECS Representative)
- school counsellor networks (DECS central office representative/professional support)
- grandparents for grandchildren networks (DECS representative)
- student representative councils (school-based)
- pastoral care programs (school-based)
- student voice activities (school-based)
- student counsellors (school-based).

#### LEGISLATED OBLIGATION 1:

THERE IS A SYSTEM TO ENSURE OFFICERS, EMPLOYEES AND AGENTS HAVE AN AWARENESS AND UNDERSTANDING OF THE CARERS CHARTER.

- **1.1 Guiding documents to ensure all officers, employees and agents have the capacity to inform customers and clients of their rights within the Carers Charter**

The *Strategic Plan 2012-2016 for South Australian Public Education and Care* represents the department's plan for action 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 policies are in place to ensure information and communication is provided to all members of the school community, including carers who are consumers. 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 which ensure the safety and wellbeing of all students including young carers.

"Young carers can be supported to reach their potential and live fulfilling, enjoyable lives by DECD supporting and encouraging them to attend school and to engage in relevant educational programs." (DECS Annual Report 2007)

#### EXAMPLES:

- Attendance policy
- School discipline policy
- Child protection guidelines
- Mandatory notification training
- Responding to abuse and neglect update training
- Finding the balance booklet
- **1.2 Assigned responsibility for implementing the requirements of the Carers Recognition Act 2005 as it relates to the provision of services**

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.

DECD is committed to providing 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.

#### EXAMPLES:

- Individual school sites monitor involvement and engagement of students where identified
- Student counsellor networks are encouraged to monitor and promote carer issues
- DECD Child & Student Wellbeing has a role to monitor and be actively involved in young carer initiatives and policy development
- **1.3 Communicating information regarding the Carer Charter and divisional policies to recipients of services**

DECD is involved in a number of research activities and committees through state-wide carers committees, including the Young Carers Network. Involvement in these activities contributes to policy development impacting on young carers.

The expected outcomes are innovative contributions to theories of care; evidence about the diverse socio-economic and demographic characteristics of young carers and care recipients, and development of supportive policies and services.

Informal information and resource sharing occurs between:

- individual sites
- school counsellor networks
- relevant regional and state personnel.

Formal information and resource sharing occurs via:

- regional and state announcements/newsletters
- involvement in the Young Carers research project
- involvement in state-wide carers committees.

EXAMPLES:

- Awareness raising and promotion of the Young Carers Association through training and development sessions conducted by the DECD Child & Student Wellbeing Team, as well as regional and site-based personnel
- Mandatory pre-service teacher training including understanding of child protection initiatives and discussion about vulnerable groups, one of which is young carers and the implications of the Carers Act in education. This training is required to be updated by each teacher every three years
- Guidelines to assist education and care staff to effectively respond to incidents of problem sexual behaviour involving children and young people, including young carers
- Ongoing school counsellor statewide training and induction initiatives promoted throughout the school community
- Inviting carer organisations into schools to inform school communities regarding support and respite options
- Referring grandparents/other relative carers to community groups for support
- Including young carers information in DECS staff and teacher training packages such as *Your classroom – Safe, caring, orderly and productive* and *Contributing to a safe and positive learning community*

- The DECD annual report, available on-line in the DECD website, includes formal reporting against the Carers Recognition Act in relation to ‘carers who are consumers’
- Ongoing involvement with young carers to investigate support for a program that seeks to provide carers, schools, families and mental health care providers with accessible pathways and supports as well as improved learning outcomes for young carers
- Links to relevant carer information on DECD website.
- ***1.4 A mechanism to monitor and evaluate customer/client awareness and understanding of the Carer Charter***

DECD staff are committed to continuous reflection on practices and refining of processes which support all students, including young carers.

EXAMPLES:

- Individual school sites monitor involvement and engagement of students
- Student counsellor networks are encouraged to monitor and promote carer issues
- DECD Child & Student Wellbeing Team has a role to monitor and be actively involved in young carer initiatives and policy development
- Informal consultation is undertaken via:
  - individual sites
  - school counsellor networks
  - regional and state personnel
- Formal consultation is undertaken via:
  - involvement in the Young carers research project
  - involvement in state-wide carers committees
- EDSAS data systems are able to capture carer statistics for those students who identify as young carers, as part of the Term 3 census.
- Activities implemented in 2010 that demonstrate good practice against Legislated Obligation 1



- 'Informal relative caregivers statutory declaration' data is collected centrally, via the DECD census, once every year in Term 3. DECD Child & Student Wellbeing Team personnel support the collection of this data and further promote the initiative.
- EDSAS data systems are able to capture carer statistics for those students who identify, as part of the Term 3 census
- Information sharing guidelines induction, which applies to all government and relevant non-government agencies, was implemented in 2009 in a:
  - universal format via DECD responding to abuse and neglect/mandatory notification updates
  - targeted format via corporate and regional support staff.

## LEGISLATED OBLIGATION 2

### 2.1 THERE IS A SYSTEM TO ENSURE CONSULTATION WITH CARERS, OR PERSONS OR BODIES THAT REPRESENT CARERS, IN THE DEVELOPMENT OF STRATEGIC AND BUSINESS PLANS AND POLICIES AND PROCEDURES

DECD has an ongoing commitment to the development of policies and initiatives to support the needs of all students to actively participate in education, including young carers. DECD works with and involves young carers and carer networks in decision-making to achieve relevant outcomes.

Involvement in carer groups and activities contributes to policy development impacting on young carers. The expected outcomes are innovative contributions to theories of care; evidence about the diverse socio-economic and demographic characteristics of young carers and care recipients, and development of supportive policies and services.

DECD is involved in a number of research activities and committees through state-wide carers committees, including the Young Carers Network. Involvement in these activities contributes to policy development impacting on young carers.

The expected outcomes are innovative contributions to theories of care; evidence about the diverse socio-economic and demographic characteristics of young carers and care recipients, and development of supportive policies and services.

#### EXAMPLES:

- Informal information and resource sharing occurs between:
  - individual sites
  - school counsellor networks
  - relevant regional and state personnel.
- Formal information and resource sharing occurs via:
  - regional and State announcements/newsletters
  - involvement in the Young Carers research project
  - involvement in state-wide carers committees
- DECD is involved in a number of research activities and committees through state-wide carers committees, including the:
  - Young Carers Network
  - Young carers ARC linkage project
  - Young carer mental health schools liaison project.

### 2.2 RESPONSIBILITY TO ENGAGE CARERS AND EXTERNAL STAKEHOLDERS IN DEVELOPING PLANS AND POLICIES AND PROCEDURES

Individual school sites monitor involvement and engagement of students.

Student counsellor networks are encouraged to monitor and promote carer issues.

DECD Child & Student Wellbeing Team has a role to monitor and be actively involved in young carer initiatives and policy development

Involvement in the *Young carers mental health schools liaison* project has raised education and health care system awareness of the needs of young carers who are caring for a family member with a mental health issue

Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the regional support services teams.

### 2.3 INFORMING CARERS AND EXTERNAL STAKEHOLDERS OF CONSULTATION PROCESSES AND SUPPORT PARTICIPATION

DECD Child & Student Wellbeing Team has 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.

Young carers are encouraged to give feedback through their student representative council, the pastoral care system, student counsellors, school governing councils and the regional support services teams.

DECD encourage collaborative practices, including developing stronger links with other services, to involve and support carers in the community.

### 2.4 MONITORING AND EVALUATING THE EFFECTIVENESS OF THE DECS CARER CONSULTATION FRAMEWORK

DECD staff are committed to continuous reflection on practices and refining of processes which support all students, including young carers.

#### EXAMPLES:

- Individual school sites monitor involvement and engagement of students.
- Student counsellor networks are encouraged to monitor and promote carer issues.
- DECD Child & Student Wellbeing Team has a role to monitor and be actively involved in young carer initiatives and policy development.
- Informal relative caregivers statutory declaration data is collected centrally, via the DECD census, once every year in Term 3. DECD Child & Student

Wellbeing Team personnel support the collection of this data and further promote the initiative.

- EDSAS data systems are able to capture carer statistics for those students who identify, as part of the Term 3 Census
- Informal information and resource sharing occurs between:
  - individual sites
  - school counsellor networks
  - relevant regional and state personnel.
- Formal information and resource sharing occurs via:
  - regional and State announcements/newsletters
  - involvement in the Young carers research project
- involvement in statewide carers committees.

### ACTIVITIES DECD HAS IMPLEMENTED IN 2010 THAT DEMONSTRATE GOOD PRACTICE AGAINST LEGISLATED OBLIGATION 2

DEDS and Young Carers SA worked collaboratively to complete :

- a review and update of the Carers SA Young carers – issues affecting their education booklet, which also includes information on supportive SACE options
- a *Young carers in education* information session to increase awareness of the issues faced by young carers in schools, available to all DECD sites including regional support services as well as other support networks related to young carers.

In 2011 DECD have provided support to the Carers Association to develop and implement the *Supporting young carers* project – an initiative that seeks to engage young carers in an activity based program with the focus on improved health and wellbeing outcomes.

### LEGISLATED OBLIGATION 3

THERE IS A SYSTEM TO ENSURE THE PRINCIPLES OF THE CARERS CHARTER ARE REFLECTED IN DIVISIONAL PRACTICES.

#### 3.1 HOW DECD REFLECTS THE (7) PRINCIPLES OF THE CARERS CHARTER (7) IN GUIDING DOCUMENTS THAT SUPPORT THE PROVISION OF SERVICES

The *Strategic Plan 2012-2016 for South Australian Public Education and Care* represents the department's plan for action 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.

"Young carers can be supported to reach their potential and live fulfilling, enjoyable lives by DECS supporting and encouraging them to attend school and to engage in relevant educational programs". (DECS Annual Report 2007)

- *Attendance policy*
- *School discipline policy*
- *Child protection guidelines*
- *Mandatory notification training*
- *Responding to abuse and neglect update training*

#### 3.2 HOW THE PRINCIPLES OF THE CARERS CHARTER ARE INCLUDED IN THE PROVISION OF SERVICES

Students who are carers are encouraged to identify themselves to school staff such as counsellors and/or class teachers and seek support to manage their education whilst fulfilling the caring role.

All students are able to be supported through sensitive management of their school program through personalised education plans. These can be developed to suit the specific needs of each student (this includes learning programs, timetabling, curriculum selection and support mechanisms).

For students, depending on their age, options provided by school sites can include:

- developing personalised education plans
- flexible timetabling and assessment expectations
- alternative programs
- open access
- after hours tutoring
- curriculum selection
- mentoring
- school counsellor support
- Year 11-12 SACE - special provisions (Schooling interrupted by family responsibilities or cultural obligations) eg, extensions of time for work; altered work requirements; special arrangements during exams
- SACE Community learning accreditation which includes recognition of the skills learned through the caring role
- advocacy and support through school counsellors
- referral of students through interagency collaboration and by schools to DECD regional support services and/or other agencies helps support students at risk including carers.

#### HOW DECD COMMUNICATES THE PRINCIPLES OF THE CARERS CHARTER AS PART OF SERVICE PROVISION

- Links to relevant carer information on DECD website
- Referring grandparents/other relative carers to community groups for support
- Inviting carer organisations into schools to inform school communities regarding support and respite options
- Mandatory pre-service teacher training and development includes training in child protection initiatives and support for vulnerable groups, one of which is young carers
- Statewide training promoting supportive practices for teachers and students eg, *Your classroom – Safe, orderly and productive*

- Statewide training promoting supportive practices for school support officers and Aboriginal community education officers eg, Contributing to a safe and positive learning community

### 3.4 HOW DECD MONITORS AND EVALUATES THE EFFECTIVENESS OF ITS SERVICE PROVISION PRACTICES AGAINST THE CARERS CHARTER

Informal relative caregivers statutory declaration data is collected, in relation to the DECDS census, every year in the Term 3 census

EDSAS data systems are able to capture carer statistics for those students who identify, as part of the Term 3 census

Data is collated each year in order to monitor and review the number of students who have identified themselves as having a caring role or being cared for by a relative.

### 3.5 LIST EVIDENCE AND ACTIONS IN 2010 AGAINST EACH OF THE PRINCIPLES WITHIN THE CARERS CHARTER

#### 1. Carers have a choice in their caring role

All students are able to be supported through sensitive management of their school program through personalised education plans. These can be developed to suit the specific needs of each student (this includes learning programs, timetabling, curriculum selection and support mechanisms).

Students who are carers are encouraged to identify themselves to school staff such as counsellors and/ or class teachers and seek support to manage their education whilst fulfilling the caring role.

For students, depending on their age, options can include:

- development of personalised education plans
- flexible timetabling and assessment expectations
- alternative programs
- open access
- after hours tutoring
- curriculum selection
- mentoring

- school counsellor support
- Year 11-12 SACE - special provisions (Schooling interrupted by family responsibilities or cultural obligations) eg, extensions of time for work; altered work requirements, special arrangements during exams
- SACE Board *Community learning* accreditation, which includes recognition of the skills learned through the caring role
- advocacy and support through school counsellors.

#### 2. Carers health and well being is critical to the community

“Young carers can be supported to reach their potential and live fulfilling, enjoyable lives by DECD supporting and encouraging them to attend school and to engage in relevant educational programs”. (DECS annual report 2007)

- *Attendance* policy
- *School discipline* policy
- *Child protection* guidelines
- *Mandatory notification* training
- *Responding to abuse and neglect* update training

DECD has health support planning processes in place to support all students, including young carers.

#### 3. Carers play a critical role in maintaining the fabric of the community

- Inviting carer organisations into schools to inform school communities regarding support and respite options.
- Distribution of Grandparents raising grandchildren: IRCSD information
- Referring grandparents/other relative carers to community groups for support.

#### 4. Service providers work in partnership with carers

DECD is committed to providing 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.

Individual school sites monitor involvement and engagement of students.

Student counsellor networks are encouraged to monitor and promote carer issues.

DECD Child & Student Wellbeing Team has a role to monitor and be actively involved in young carer initiatives and policy development.

Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the regional support services teams.

DECD encourage collaborative practices, including developing stronger links with other services, to involve and support carers in the community.

Informal consultation is undertaken via:

- individual sites
- school counsellor networks
- regional and state personnel.

Formal consultation is undertaken via:

- involvement in the young carers research project
- involvement in state-wide carers committees.

Ongoing involvement in carer programmes will investigate support for a wider program that seeks to provide carers, schools families and mental health care providers with accessible pathways and supports as well as improved learning outcomes for young carers.

Informal relative caregivers statutory declaration data is collected, in relation to the DECD census, every year in the Term 3 census.

EDSAS data systems are able to capture carer statistics for those students who identify as young carers, as part of the Term 3 census.

5. How DECD gives carers in Aboriginal and Torres Strait Islander communities specific consideration

DECD is committed to providing a school environment where it is safe and supportive for all young carers to identify themselves or be identified to enable improved service provision to maintain/improve engagement in school programs.

Aboriginal students, carers and their families have a high priority in schools, the interagency process and DECD regional support services.

6. All children and young people have the right to enjoy life and reach their potential

All students are able to be supported through sensitive management of their school program through personalised education plans. These can be developed to suit the specific needs of each student (this includes learning programs, timetabling, curriculum selection and support mechanisms). Students who are carers are encouraged to identify themselves to school staff such as counsellors and/or class teachers and seek support to manage their education whilst fulfilling the caring role

7. Resources are available to provide timely, appropriate and adequate assistance to carers

Referral of students through interagency collaboration and by schools to DECD regional support services and/or other agencies helps support students at risk including carers.

## FREEDOM OF INFORMATION STATEMENT

The *Freedom of Information Act 1991* confers on each member of the public a legally enforceable right to be given access to documents held by the government, subject only to such restrictions as are reasonably necessary for the proper administration of the government. It also enables each member of the public to apply for the amendment of records concerning his/her personal affairs if the records are incomplete, incorrect, out of date or misleading.

The functions of the department affect the public through the direct delivery of the education services provided, and also through the purchase of such services from private providers. The public participates in the department's policy development in a number of ways. These include membership of school governing councils, preschool management committees, volunteer parent organisations, and of other boards and committees, as well as by responding to calls for public consultation on particular issues.

The department holds correspondence and administrative records, personnel records, accounts records, payroll records, supply and transport records, facilities management records, students' and children's records in schools and preschools, student services records, licensing and standards records for child care, and records regarding the administration of family day care services. Records are held in a variety of media, including paper, electronic data and microfiche.

## PUBLIC ACCESS TO DOCUMENTS

Applications must be made in writing, specify that they are made under the Freedom of Information Act, include an address in Australia to which correspondence may be sent, be accompanied by either the prescribed application fee or proof of financial hardship, and be addressed to:

Freedom of Information Unit  
Department of Education and Children's Services  
GPO Box 1152 ADELAIDE SA 5000  
Telephone enquiries can be made on (08) 8226 3237 or (08) 8226 8546 or (08) 8226 1081

## ACCESS REQUESTED IN 2011

During 2011, the department received 274 applications under the Freedom of Information Act and 35 were carried forward from 2010. Of these, 249 were completed within that period, two were withdrawn, seven were transferred to another agency and 51 were carried forward.

## POLICY DOCUMENTS

Departmental policy documents are available via the internet at [www.decd.sa.gov.au/](http://www.decd.sa.gov.au/) (select Policies—A-Z Topics).

### • *Contact addresses*

Policy documents and information statements are available for inspection and purchase at the stated locations and times from:

Freedom of Information Unit  
10th Floor, 31 Flinders Street  
Adelaide SA  
9.00am–5.00pm Monday to Friday

## **AUDIT AND RISK COMMITTEE REPORT 2011**

The Audit and Risk Committee (ARC) provides assurance to the chief executive (and Executive Leadership Group) on the department's risk, control and compliance environments. The ARC is chaired by the deputy chief executive and comprises two members of senior management and two independent external members. Officers from the Auditor-General's department attend as observers. Relevant departmental officers attend the meetings to provide additional information as required. In 2011 the committee met on five occasions.

South Australian Government policy and the Treasurer's Instructions require the chief executive to develop risk management standards and practices to protect and enhance the department's resources and enable the achievement of corporate objectives. It also requires that sound governance and control practices are in place, implemented and monitored.

The ARC's role is to provide advice, review processes, timelines and DECD business procedures. The committee's forward agenda ensures the committee's responsibilities outlined in the Audit and Risk Charter are covered. During 2011, the ARC focused on the following matters:

- **Corporate governance frameworks:** The committee reviewed and provided advice regarding the department's policy framework to ensure required strategic policies were addressed and connections made between the strategic plan, the risk matrix and ownership of those risks.
- **Risk management:** The committee regularly reviewed that management has in place a current and comprehensive risk management framework and whether a sound and effective approach has been followed by management in developing strategic risk management plans for major operational and strategic projects and undertakings.
- **External accountabilities:** The committee reviewed DECD financial statements and management signoff on the statements and the adequacy of the systems of internal controls.

- **Legislative compliance:** The committee reviewed whether management has appropriately considered legal and compliance risks as part of the DECD risk assessment and management arrangements as well as the effectiveness of the system for monitoring compliance with relevant laws and associated government policies.
- **Internal audit:** The committee reviewed the internal audit coverage and the annual work plan to ensure the plan was based on assessed risk and recommended approval of the plan by the chief executive. The ARC reviewed all audit reports and provided advice to the chief executive on significant issues identified in audit reports and actions taken.
- **External audit:** The ARC provided oversight for the monitoring of the implementation of the Auditor General's recommendations and ensured management responses and actions were discussed with the external auditor. Advice was provided to the chief executive on action taken regarding any significant issues raised in relevant external audit reports.

## **REPORTING AGAINST THE WHISTLEBLOWERS PROTECTION ACT**

DECD had no 'whistleblower' reports in 2011.

## ASBESTOS MANAGEMENT REPORT 2011

For assets registered in SAMIS*			
Category	No. of sites	Category description	Interpretation one or more item(s) at these sites...
1	3	Remove	Should be removed promptly.
2	140	Remove as soon as practicable	Should be scheduled for removal at a practicable time.
3	207	Use care during maintenance	May need removal during maintenance works.
4	250	Monitor condition	Has asbestos present. Inspect according to legislation and policy.
5	115	No asbestos identified / identified asbestos has been removed	All asbestos identified as per OHS&W Regulation 2010 (Division 2 - Asbestos).
6	123	Further information required	These sites not yet categorised or some asbestos items do not have recommended actions.

\* Strategic Asset Management Information System – an online system designed to help government better manage asset portfolios

Definitions: Category: The site performance score, determined by the worst item performance score at each site. Number of sites in category: A count of how many sites have the corresponding performance score. Category description: Indicates the recommended action corresponding to the worst item performance score (recorded in the asbestos register by a competent person, as per OHS&W Regulations 2010 (Division 2 - Asbestos)). Interpretation: A brief real-world example of what each category implies for a site.

Source: Asbestos reports are generated from the SAMIS system, managed by Department of Planning, Transport and Infrastructure (DPTI).

## URBAN DESIGN CHARTER

The department has continued to engage with local and State planning authorities to progress the ideals embodied in the charter. In 2011, we commenced demographic studies of growth areas detailed in the Government's 30 year growth plan. We are also gathering information from local councils and Department of Planning Transport and Infrastructure that will assist with the demographic study. It is anticipated that the study will help us to determine when and where new schools will be required to address the expected population growth in South Australia over the next 10 to 15 years.

## CAPITAL PROGRAMS AND ASSET SERVICES

The *Capital works* program provides new and refurbished teaching, learning and care facilities to support 21st Century teaching and learning for students from birth to Year 12 across the State.

These improvements to facilities at schools and preschools have been achieved under several sub programs including the Education works Initiative, children's centres for early childhood development, DECD *Capital works*, *Building the education revolution* program (BER) and trade training centres.

Currently the department has more than 130 active projects (excluding the BER and *Education works* Stage 1 projects) with a combined value of over \$300 million.

During the course of 2011, work continued on the delivery of 39 *Capital works* projects at the following sites:

Allendale East Area School  
 Birdwood High School Stage 2  
 Burnside Primary School  
 Cleve Area School  
 Cowell Area School  
 Eastern Fleurieu R-12 School  
 Eden Hills primary School  
 Hackham West Primary School  
 Hamley Bridge Kindergarten  
 Jamestown Community School  
 John Pirie Secondary School  
 Kadina Memorial High School  
 Kalaya Children's Centre  
 Keith Area School  
 Klemzig Primary School  
 Miltaburra Area School  
 Nairne Primary School  
 Playford Primary School Stage 3  
 Port Noarlunga Primary School



The Heights School (Stage 3)

Willunga High School

- ***Better behaviour units***

Elizabeth East Primary School

Port Lincoln High School

- ***Disability units***

Blackwood Primary and High School

Blakeview Primary School

Craigmore High School

Mount Barker Primary School

The Heights School

Wirreanda High School

- ***High schools expansions***

Adelaide High School

Brighton Secondary School

Glenunga International High School

Marryatville High School

- ***Special school renewal program***

Ashford Special School

Elizabeth Special School

Kensington Special School

Port August Special School

Riverland Special School

Whyalla Special School

Capital works also continued on the delivery of 24 Australian Government-approved trade training centres involving 80 schools with secondary enrolments to upgrade specialist teaching areas.

## **EDUCATION WORKS INITIATIVE**

Construction of the six new schools announced as part of the *Education works* Stage 1 in 2006-07 have all been completed and occupied by staff and students in late 2010 and during 2011. These new schools have attracted significant student enrolments during the course of 2011, work continued on the delivery of 13 *Capital works* projects approved as part of the \$82 million *Education works* Stage 2 Initiative. These are detailed below.

Aldinga Beach R-7 School

Burton Primary/Burton Park Preschool

Campbelltown R-12 School

East Adelaide Junior Primary/Primary School

Gawler B-12 School

Grange Junior Primary/Primary School

Highgate Junior Primary/Primary School

Lake Windemere CPC-7 School

Magill Junior Primary/Primary School

Melaleuca Park School

Morphett Vale Primary School

Reynella East College

Stirling North Primary/Stirling North Childhood Services

## **INVESTMENT IN EARLY CHILDHOOD FACILITIES**

The new preschool facility was completed at Nairne Primary School and construction commenced on the Gawler Children's Centre (which is part of the major redevelopment of the Gawler B-12 School) and the Burton Park Preschool relocation under the *Education works* initiative.

Construction commenced on a new Aboriginal Children and Family Centre at Ernabella and detailed planning was completed for new facilities at Ceduna, Christies Beach and Whyalla.

Detailed planning for new children's centres located at Aldinga, Darlington, Goolwa, Gilles Plains, Lake Windemere, Ingle Farm, Port Pirie, St Agnes has also been undertaken.

Consultation with schools, preschools and regional offices commenced following the announcement of the \$14.4m *Preschool works* initiative announced as part of the 2011-12 State Budget.

## **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 must reflect the actual cost of the materials and services provided.

For 2011, the standard sum that schools were able to recover was \$203 for primary students and \$270 for secondary students. Governing councils can also poll their school communities to seek majority support to legally recover an amount greater than the standard sum.

In 2011 the total materials and services charges invoiced by schools was \$49.9 million, and included \$11.3 million of 'school card' assistance for low-income families.

## **GOVERNMENT SCHOOL OPENING AND CLOSURES**

2 AUGUST 2010 TO 1 AUGUST 2011

### **SCHOOLS CLOSED**

Direk Junior Primary School  
 Direk Primary School  
 East Adelaide Junior Primary School  
 East Adelaide Primary School  
 Enfield High School  
 Ferryden Park Primary School  
 Gepps Cross Girls High School  
 Gepps Cross Senior School  
 Gepps Cross Primary School  
 Grange Junior Primary School  
 Grange Primary School  
 Hackham West Junior Primary School  
 Hackham West Primary School  
 Highgate Junior Primary School  
 Highgate Primary School  
 John Morphett Primary School  
 Karkoo Primary School  
 Kilburn Primary School  
 Magill Junior Primary School  
 Magill Primary School  
 Mansfield Park Primary School  
 Millbrook Primary School  
 Mocolta Primary School  
 Modbury West Junior Primary School

Modbury West Primary School  
 Morphett Vale West Primary School  
 Ridley Grove School R-7  
 Ross Smith Secondary School  
 Salisbury Junior Primary School  
 Salisbury North West Primary School  
 Salisbury Primary School  
 Swallowcliffe Junior Primary School  
 Swallowcliffe Primary School

### **SCHOOLS OPENED**

Blair Athol North School B-7  
 East Adelaide School  
 Grange Primary School  
 Hackham West R-7 School  
 Highgate School  
 Lake Windemere CPC-7 School  
 Magill School  
 Modbury West School  
 Morphett Vale Primary School  
 Reynella East College  
 Roma Mitchell Secondary College  
 Salisbury Primary School  
 Swallowcliffe School CPC-7  
 Woodville Gardens School B-7

Source: DECS Location Sites & Services System

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