Department for Education and Child Development

Annual Report

2012

Government of South Australia
Department for Education and
Child Development

2012

Contents

2012

About this report

Welcome to the 2012 calendar year annual report for the Department for Education and Child Development (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 children and young people in South Australia who attend public schools and early childhood services; parents and care givers in South Australia; the (approximately) 20 000 babies born in South Australia each year, and children up to four who are the clients of the Women's and Children's Health Network; the 12,000 children identified by their communities as being at risk of abuse or neglect and the 2 600 children in our care that we support through Families SA; some 28 400 departmental staff including teachers, other school staff, child care workers, Families SA staff, and staff in regional offices and Central Office; unions and representative organisations of staff; and all South Australians.

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

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

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 took place by January 2012. Hence, this is our first annual report as a new agency.

Strategic directions

Although our previous annual reports have been closely aligned with our strategic plans, the creation of the new agency has meant that a strategic plan solely focused on education and early childhood care would not be appropriate for our current extended range of functions and services.

While this annual report acknowledges the *Strategic directions for public education and care 2012-2016*, it also recognises that elements of the Women's and Children's Health Network and Families SA, for the 2012 year, were working within their own strategic frameworks and goals. These are outlined in the relevant chapters here. Planning for a new, comprehensive DECD strategic plan is underway for the department from 2014 onwards.

The department's strategic directions from the *Strategic directions for public education and care 2012-2016* are outlined below. For full details, see 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.

This annual report also includes a significant section about our department, which details our transition to the new agency, our corporate governance framework, our place in the national education agenda and within child development systems, and our achievements against South Australia's Strategic Plan 2004-2014. School programs that cover all three stages of education are also covered in this chapter.

There is a plain language financial summary and a chapter that incorporates all statutory reporting required by the government, inclusive of Families SA.

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 financial year 2011-12, accessed at www.decd.sa.gov.au > About DECD.

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 2012.

The Hon Jennifer Rankine 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*, and 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 2012 for presentation to Parliament.

The report outlines the achievements and performance of the new agency for the calendar year ended 31 December 2012.

The report also presents information on the department's finances and human resources relating to the 2011-12 financial year, inclusive of Families SA. Please note that the department's full financial statements are available in a separate document online at www.decd.sa.gov.au > About DECD > Annual reports.

In the past 12 months the department has sought to map out a fundamental reform of the way our agency delivers services to children and young people across the State. Putting children and young people at the centre of everything we do has continued to be a core value as we continue along the transformation journey towards improving the health, education, wellbeing outcomes and life chances for children and young people in the State.
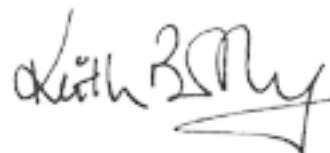
In addition, our agency has continued to learn from and build on current integrated practice and innovative partnerships such as the Fraser Mustard Centre in collaboration with the Telethon Institute for Child Health Research, and the Local Government Association (to establish 'child-friendly cities'). These and other partnerships have positioned us strongly to develop policies and programs that are both evidence based and strongly entrenched at the local level.

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

Once again, I would like to also acknowledge the considerable work that has occurred in preschools, early childhood services and schools this year, as well as the ongoing strategic and practice-based improvements made by Families SA to support the State's most vulnerable children and their families.

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

Yours sincerely

Keith Bartley
Chief Executive
Department for Education and Child Development
31 March 2013

Executive summary

For further summaries of departmental achievements, see the chapter summaries on pages 64, 89, 96 and 110.

EVERY CHANCE FOR EVERY CHILD

DECD supported the government's *Every chance for every child* strategic priority and proposed child development legislation, including coordinating a variety of public consultation forums (involving schools and young people) and publishing a discussion paper and information booklet. (see page 67)

PREMIER'S READING CHALLENGE

The National Year of Reading, 2012, was the most successful of the nine years since the Challenge has been running, with 124 244 students from 718 schools completing it – more than 96% of schools with students from a Reception-Year 9 age range. There were 84 563 government school students who completed the Challenge – a 3.9% increase. (see page 46)

PREMIER'S BE ACTIVE CHALLENGE

There were 36 852 participants from 260 schools and 68 home schooling families who completed the *be active* Challenge in 2012. Some 11 640 new participants took part. (see page 57)

SACE OR EQUIVALENT

There has been a 12.6% improvement in 15-19 year old students who achieved the SACE or comparable senior secondary qualification since the baseline year of 2005. (see pages 23 & 98)

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 continued to thrive in 2012. For example, 5 030 students in 2012 completed their SACE with a vocational education and training component, incorporating 233 different VET qualifications. Also, since 2007, more than 24 000 students have been supported through ICANS with a consistently high success rate of greater than 70% re-engagement in learning or earning. (see page 100-101)

REUNIFICATION INITIATIVE

The 2011-12 State Budget provided to Families SA $4.7 million per annum over five years to strengthen the agency's capacity to reunify children with their birth families, where it is safe to do so. (see page 114)

ABORIGINAL ENROLMENTS IN SCHOOLS

Aboriginal enrolments in government schools continued to trend upwards, with a 4% improvement on 2011. Aboriginal students now represent 5.4% of total enrolments. (see page 37)

CHILD AND FAMILY HEALTH SERVICES

More than 400 staff provided support to young children and families in more than 120 centres. The new *Strong start* program commenced and Child and Family Health Service staff from the *Universal contact* program conducted more than 18 000 visits, and some 1 500 families were supported at any one time in the *Family home visiting* program. In the two years to June 2012, 756 580 parent easy guides were distributed on request. (see pages 85-87)

SA TEACHING AWARDS

A record 1 700 nominations were received in 2012, with 446 applications submitted, and from these, 69 regional winners selected. A professional development award of $20 000 was presented to each of the seven category winners.

About
Department for Education and Child Development

2012

About the department

The new Department for Education and Child Development (DECD) was created in October 2011 to provide a range of integrated services for the benefit of families, children and young people. We aim 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, health and child protection services, as well as public education and care, to South Australians. 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 intervene later when children start school.

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

Key education and care functions are to:

- *oversee early childhood care and development services for South Australian 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 that support parents, carers and children. We partner with the Australian Government as well as the community sector and local government to integrate all services, with a focus on providing high quality teaching and learning.

- *provide services that benefit children and families*
  DECD works with all families early in their journey to support parents and ensure the individual needs of each child are met.

- *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.

Our role in the Every Chance for Every Child government priority

One of the Government's seven priority areas is to create a place where all children are safe, healthy and happy, and where they get the best chance to learn and become confident and successful adults. With this in mind, greater focus is being placed on the development of every child and their families from their earliest days.

Neuroscience provides compelling evidence that early experiences impact on brain development and can have lifelong effects on physical and mental wellbeing, learning, behaviour and social development. We know that by the time a child is three years old, 85% of their brain has been developed. These findings highlight the importance of the quality of relationships and learning environments for babies and toddlers.

Through the *Every chance for every child* priority, children and families will be engaged and consulted about the way services are delivered to ensure that their needs, aspirations, concerns and ideas contribute to new models for education, care and child protection.

These collective views will be used to create new ways to help children grow, learn and thrive by building upon what we already know works well, and using creativity and innovation to explore new approaches where these make sense and are supported by the research. The *Every chance for every child* priority is about finding better ways of supporting and strengthening South Australian families and children to achieve their best. For more information, visit www.decd.sa.gov.au/department/about-department/our-story/every-chance-for-every-child

What we are doing

- Making it easier for families to access child health and development services

- Improving the safety and protection of children in our State

- Establishing a focus on learning and achievement for young children

- Ensuring South Australia is recognised internationally as being child-friendly.

Our focus areas

- Children are born healthy

- Confident, engaged parents and families

- Healthy child development and wellbeing

- Quality early learning.

Our partners

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

In education, 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.

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

We work closely with SA Health through common partnerships as well as the Women's and Children's Health Network. For further details see pages 10 and 85.

Being transparent and open to change

In our strategic planning process for our new agency we are developing a system of reporting, monitoring and accountability that provides a clear indication of progress towards our revised strategic commitments. The system will identify education, health and child protection 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 and the overall health and wellbeing levels in our State. 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 are guided by the potential of our policies and programs to improve learning outcomes for young people and promote child and community wellbeing.

Every chance for every child
Giving South Australian children
a good head start.

Government of
South Australia

Machinery of Government changes – statement about the new agency

The following statement was requested to appear in the 2012 DECD annual report:

"On 21 October 2011, new directions for the South Australian Public Service were announced, involving changes to Ministerial responsibilities and government departments.

The South Australian Government's priorities for South Australia encompass an equitable society with communities that are vibrant places to live and work; a strong internationally competitive economy, and environmental sustainability. A significant focus to achieve these priorities is supporting children, young people and their families to ensure that they have the best start in life.

As a part of the changes involving government departments, elements of the Women's and Children's Health Network that support parents and children will work in tandem with the Department for Education and Child Development for the common goal of improving outcomes in order to provide the best start in life for our children.

Staff statement

Staff providing services related to the Child and Family Health Service, the Newborn and Children's Hearing Service, Parenting SA, and the *Early childhood intervention* program operating within the Primary and Population Health Directorate of the Women's and Children's Health Network (WCHN), perform their duties exclusively in, or in connection with the incorporated hospital, Women's and Children's Health Network.

Services carried out by WCHN staff delivered under the policy direction of DECD

DECD has a responsibility to report on policy directions, initiatives, outcomes and outputs related to the services that support children and their families:

- The Child and Family Health Service

- The Newborn and Children's Hearing Service

- Parenting SA

- The *Early childhood intervention* program

within the Primary and Population Health Directorate of the Women's and Children's Health Network, within the 2012 calendar year annual report."

Integrated Services Improved Outcomes (ISIO) project

The ISIO project was established by the department to identify the opportunities and benefits of the DECD workforce working together as one agency to improve the life experiences and outcomes for all South Australian children and young people.

The project team commenced in January of 2012 to:

- conduct an international literature search of integrated child development practices

- learn from the perspectives of those using DECD services – in particular, those experiencing vulnerability

- identify existing examples of successful integrated practice, with potential for further development and/or scaling up

- consider the policy context which supports locally integrated practice

- consider the organisational culture which supports locally integrated practice.

The project drew on the experience of an extensive range of people including children and young people, their families

and carers, community members, frontline providers, federal, state, local and non-government agencies and the full range of professions within our workforce.

The primary methodology of the project was local inquiry, within the context of a series of six pilot projects, in various locations throughout South Australia. These included:

• Team around the child

• Alternatives to suspension and exclusion

• Place-based services

• Schools as community hubs

• Educational experience of children in care

• Services to families of 0-5 year old children.

The projects were also informed by extensive meetings, workshops and conferences with some 4 000 stakeholders/ groups, documentation of some 200 examples of integrated practice in South Australia, and participation in the wider transformation agenda of DECD and the public sector, throughout 2012.

As a result of this work many examples of successful, integrated practices have surfaced. There has been an enormous commitment across the DECD workforce to work differently in order to better meet the needs of children, families and their communities. Our quest is to ensure that all children, regardless of background or location have access to high quality, integrated services.

In 2013, the findings of the ISIO project will be used as a catalyst for engaging personnel and their communities, statewide, in the future design of services and building our collective capacity to strengthen outcomes for children.

Background on Families SA

From October 2011, fully effective in January 2012, South Australia's care and protection services for vulnerable and at-risk children including children under Guardianship was brought into the one department, DECD. This provided the opportunity to fundamentally reform the way that services are designed and delivered for the benefit of children, young people and families across the State. It also provided an unprecedented opportunity for stronger integration of education and care, child health and protection services as well as strengthening partnerships across government and community.

These new and strengthening relationships will be assisted by child development-enabling legislation that seeks to recognise, respect and entrench in law the fundamental importance of children and young people as valued citizens. It also requires all sectors to work together to achieve the best possible outcomes for children and their families.

Families SA commenced a *Redesign* program of its services to children and young people in late 2012. The central focus of this redesign will be to embed a new approach to service delivery that will be child centred and family focused.

Specific elements of the Families SA *Redesign* include strengthening assessments, protective interventions, family support and reunification services, understanding that sustainable change for vulnerable families and children requires partnership with children, young people and their families, other government agencies and our non-government sector.

In 2011 Families SA, with its partners across government, commenced the process of drafting the *Strategic agenda for the safety and wellbeing of children and young people*. This is a framework for those involved in providing services to children and families to share responsibility for the safeguarding and wellbeing of children, and to act collectively to ensure children grow up in safe and nurturing environments.

This new agenda recognises the primary role that parents and other family members play, and the need for services to commit to working with families as partners with a shared interest in the wellbeing and development of their children. It also aligns closely with the South Australian Government's strategic priorities, which provide guidance for how services can work more collectively and effectively together.

Alongside these significant organisational and strategic developments, the care and protection system has continued to strengthen a wide range of practices and approaches to working with vulnerable children and their families. The following initiatives are key:

- The *Reunification* initiative currently being piloted in four Families SA Offices, which takes a 'whole-of-office, multi-disciplinary-team approach' to reunifying children with their families

- Continuing to roll out the Connected Client Case Management System (C3MS) to support recording of Families SA client and case management responses

- Incrementally implementing the *Directions for alternative care in South Australia 2011-15,* (including establishing a dedicated residential care directorate) to improve the services and outcomes for children living in out-of-home care

- Strengthening across-government engagement with children in care through the *Rapid Response* initiative to ensure timely across-government responses to address the needs of children and young people under the Guardianship of the Minister

- Hosting a national child protection conference *Rising to the practice challenge 2012.*

Families SA has 19 offices throughout South Australia and more than 1 500 employees, situated within a larger department of over 28 000 people. For detailed information about Families SA, see Chapter Four, page 109.

Education and Early Childhood Services Registration and Standards Board of SA

In 2006, the then Minister for Education and Children's Services in South Australia began reforming education and early childhood development legislation, resulting in the *Education and Early Childhood Services (Registration and Standards) Act 2011*. This legislation reshaped South Australia's approach to the registration and regulation of schools, and care and early childhood services, and provides a legislative framework that underpins the delivery of our schooling and early childhood services. The new regulatory board is the Education and Early Childhood Services Registration and Standards Board of South Australia.

Previously, the Education Act (1972) provided for the establishment of a Non-Government Schools Registration Board responsible for the registration of non-government schools, a function that continued to December 2011.

For the inaugural annual report of the Education and Early Childhood Services Registration and Standards Board of South Australia, visit www.eecsrsb.sa.gov.au/publications/

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 childcare 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 need to accelerate improved outcomes for Aboriginal children and students is a State priority and is clearly articulated in South Australia's Strategic Plan (SASP). DECD implements a number of strategies to engage and support Aboriginal children and students to achieve high quality learning outcomes. More details are included throughout this report.

Aboriginal and Torres Strait Islander education action plan 2010-2014

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

- 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. South Australia is the domain lead for *Readiness for school* under the ATSIEAP.

Under the ATSIEAP, 82 South Australian Government 'focus schools' have been identified to undertake specific action to improve the education outcomes of Aboriginal students, with selection based on Aboriginal enrolments and NAPLAN results. All schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands are focus schools. Focus schools will respond to local level actions to improve Aboriginal student outcomes and participate in actions and activities to support the achievement of the targets set out in the ATSIEAP.

For the full 2011 ATSIEAP annual report visit scseec.edu.au/archive/Aboriginal-and-Torres-Strait-Islander-Education-Action-Plan/Action-Plan-Reports-2010-20141.aspx

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 DECD. The department's revised governance structure also includes senior management representation from both Families SA and the Women's and Children's Health Network via the Head of Primary and Population Health.

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 Jennifer Rankine, holds responsibility for the following Acts and Regulations made under them:

Adoption Act 1988

Adoption Regulations 2004

Child Protection Review (Powers and Immunities) Act 2002

Children's Protection Act 1993

Children's Protection Regulations 2010

Children's Services Act 1985

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

Education Act 1972

Education and Early Childhood Services (Registration and Standards) Act 2011

Family and Community Services Act 1972

Family and Community Services Regulations 2009

SACE Board of South Australia Act 1983

Teachers Registration and Standards Act 2004.

Relevant statutory authorities

Education and Early Childhood Services Registration and Standards Board

SACE Board of South Australia

Teachers Appeal Board of South Australia

Teachers Registration Board of South Australia

Charitable and Social Welfare Fund Board (Community Benefit SA) – now the responsibility of the Minister for Communities and Social Inclusion

Child Death and Serious Injury Review Committee

Council for the Care of Children

Dame Roma Mitchell Foundation for Children and Young People Board

Dame Roma Mitchell Trust Fund for Children and Young People Board

Dame Roma Mitchell Trust Fund for Children and Young People with a Disability Board

Guardian for Children and Young People (Section 52A Children's Protection Act)

State Emergency Relief Fund Committee – now the responsibility of the Minister for Communities and Social Inclusion.

Relevant education Ministerial advisory bodies

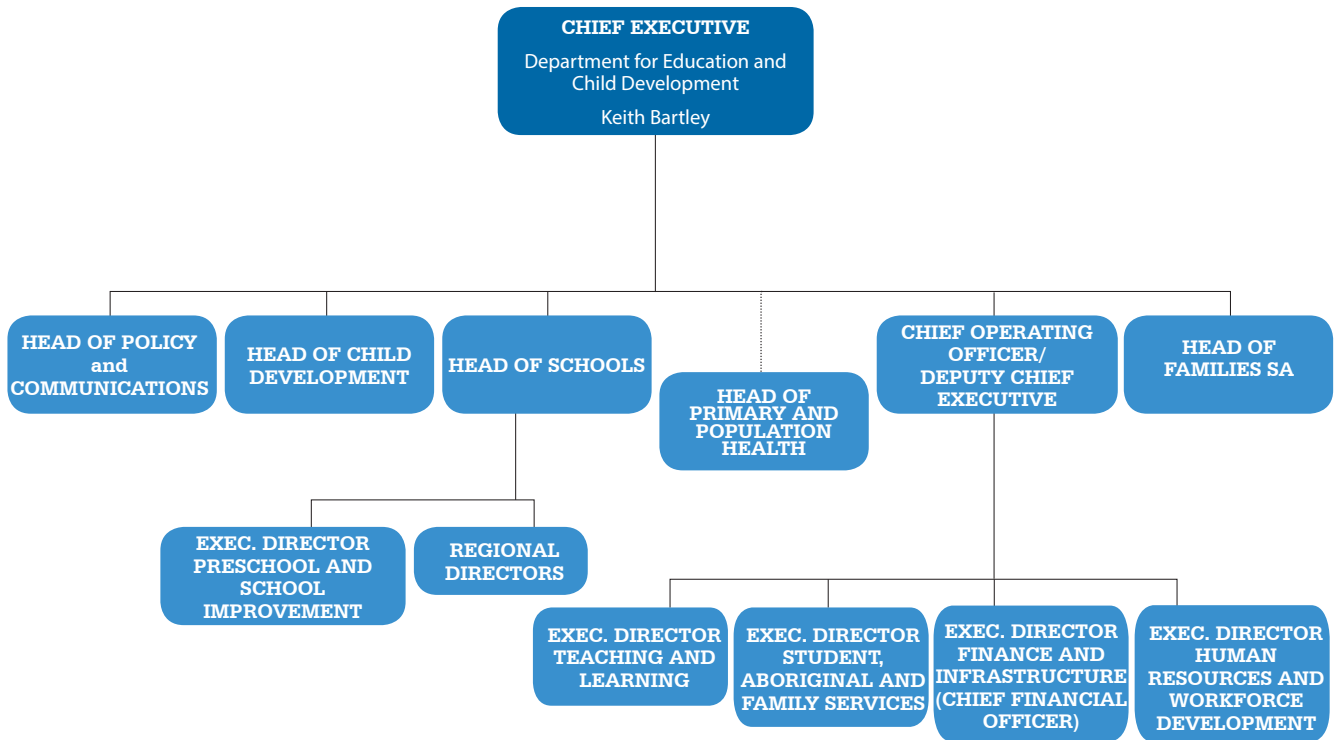Advisory Committee on Non-Government Schools

Ethnic Schools Board

Ministerial Advisory Committee Students with Disabilities

Multicultural Education Committee

Planning Committee for Non-Government Schools

Youth Advisory Committee (Section 52EA *Children's Protection Act 1993).*

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                          CHIEF EXECUTIVE
                    Department for Education and
                         Child Development
                           Keith Bartley
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| HEAD OF POLICY and COMMUNICATIONS | HEAD OF CHILD DEVELOPMENT | HEAD OF SCHOOLS | HEAD OF PRIMARY AND POPULATION HEALTH | CHIEF OPERATING OFFICER/ DEPUTY CHIEF EXECUTIVE | HEAD OF FAMILIES SA |

- EXEC. DIRECTOR PRESCHOOL AND SCHOOL IMPROVEMENT
- REGIONAL DIRECTORS

- EXEC. DIRECTOR TEACHING AND LEARNING
- EXEC. DIRECTOR STUDENT, ABORIGINAL AND FAMILY SERVICES
- EXEC. DIRECTOR FINANCE AND INFRASTRUCTURE (CHIEF FINANCIAL OFFICER)
- EXEC. DIRECTOR HUMAN RESOURCES AND WORKFORCE DEVELOPMENT

Leadership in the department

The department's Executive Leadership Group (ELG) as at 31 December 2012 comprised the chief executive, deputy chief executive/chief operating officer, heads of Schools, Child Development, Policy and Communications, Families SA, Primary and Population Health, the executive directors Finance and Infrastructure, Teaching and Learning, Human Resources and Workforce Development, Student Aboriginal and Family Services, Preschool and School Improvement, and Early Childhood Services.

Policy and communications

The Policy and Communications Directorate supports the department by providing strategic advice, performance analysis, research and evaluation, communications (including media) expertise and functions.

Significant policy-related achievements during 2012 included providing strategic policy and executive officer support to the *Every chance for every child* Senior Officers' Group, leading DECD involvement in national discussions on school funding reform, establishing the Fraser Mustard Centre (a strategic partnership with the Telethon Institute for Child Health Research), and leading community consultation on the proposed child development legislation.

Significant communications-related achievements included creating new consumer-centric websites for 87 schools and providing web support to more than 800 sites, conducting research (completed early in 2013) with 1 200 parents to generate a deeper understanding of school communities and to inform future DECD support and engagement practices, publishing all DECD education-related web content aimed at the public with the whole-of-government website (www.sa.gov.au), and moving all Families SA information from the DCSI website to the DECD portal, releasing the DECD social media guidelines with associated resources and website for public education sites, and supporting the communications behind – the SA Government's *Every chance for every child* strategic priority, including community consultation and information forums, and the State Government's formal Apology to parents whose children were removed because of forced adoption practices from the past, and to people who were separated from their parents as infants as a result of those practices.

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.

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 2012 from the regions, see the next four pages.

Adelaide metro regions

Country regions

■ Northern Adelaide
■ Western Adelaide
■ Eastern Adelaide
■ Adelaide Hills
■ Southern Adelaide

■ Far North and Aboriginal Lands
■ Eyre and Western
■ Yorke and Mid North
■ Murray and Mallee
■ Barossa
■ Fleurieu and Kangaroo Island
■ Limestone Coast

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.

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.

Report from the education regions

Adelaide Hills region

Analysis of 2012 literacy and numeracy data indicates that results are above or close to the national mean in 14 of the 20 measures. The distribution of students making middle and upper growth was at or above expectation in years 3, 5 and 7. Steady improvement is evident over the past four years.

A disciplined focus by preschools on documenting 2012 practices/processes relating to the National Quality Standards has enabled these local sites to be prepared for the assessment and rating process.

This region focused extensively on supporting Aboriginal learners. A tracking and monitoring system was established and is updated each term. The region developed a 'one plan' system, which is proving a valuable tool to document and monitor learning goals. The inaugural 'Just too Deadly' awards involving all schools with Aboriginal students and their families was enormously beneficial to developing community links.

Barossa region

Improving numeracy outcomes was a priority for schools in this region during 2012. The 2012 NAPLAN outcomes for numeracy testing showed that mean scores for schools in the region were up at the Year 5 level and stable at years 3, 7 and 9. Numeracy outcomes for Aboriginal students showed that mean scores improved at Year 5 and were lower compared with 2011 for students in years 3, 7 and 9. It was positive to see improvement in *Running records* outcomes for Aboriginal students.

Another priority during 2012 was attendance and retention of students. During the year sites recorded the highest level of attendance in five years for all students and Aboriginal students. The region's attendance rates continued to be above DECD average.

- There was a small increase in both the primary and secondary attendance rates. The attendance rate of all students was 92.9% in primary sites and 86.4% in secondary sites. This resulted in a regional attendance rate of 90.7% for all students.

- The attendance rate of Aboriginal students was 86.1% in primary sites and 78.1% in secondary sites. This resulted in a regional attendance rate of 83.3% for Aboriginal students.

Eastern Adelaide region

This region focused on two priorities in 2012 – improved outcomes in literacy and numeracy, and improving the quality of teaching to engage 21st century learners. Student results in NAPLAN tests continued to be above state and national averages in all aspects across all year levels. Year 3 reading, grammar and spelling averages have trended up over the past three years, as has Year 5 reading and Year 9 numeracy. In terms of Aboriginal results, 2012 attendance data shows that there were improvements for students in Reception, Year 8 and Year 12, as compared with 2010 rates. Year 12 regional attendance rates for Aboriginal students have exceeded 'all students' attendance rates for the past two years.

In 2012 all schools and preschools in the region collected and analysed learner/peer feedback data to improve leader and teacher pedagogy. SACE completion rates continued to be high.

Eyre and Western region

The region focused on attendance rates across all schools, particularly on improving Aboriginal attendance rates. Secondary attendance in 2012 was 85.6% overall – an incremental increase over past years. Aboriginal attendance, however, was 74.3%. Good patterns of attendance are vital for students' engagement and although there has been a 7% increase over the past four years, there remains a significant difference between Aboriginal and non-Aboriginal attendance.

The region's literacy achievements at years 1 and 2 have shown a sharp increase both for Aboriginal and non-Aboriginal children. In Year 1, 54.9% of all children are at standard, and 67.2% of children are at standard in Year 2. In Year 1, 30.2% of Aboriginal children are at standard, with 35.1% at standard in Year 2.

Far North and Aboriginal Lands region

'Growth' in student achievement was the major focus across this region in 2012. The region adopted the mantra of 'the most rapid growth in student outcomes' early in the school year, founded on the belief that students should be achieving at rates comparable to their peers in other areas.

Aboriginal students in the region: 41%
Students with disability in the region: 17%
Average attendance
Primary 82.3%   Secondary 74.3%

The *Far North and Aboriginal Lands regional plan* was launched at the Regional Leaders Conference in Leigh Creek. The strategy-based plan was designed to address the key drivers of student learning outcome improvement. The four strategic priorities for the region were:
• Quality leadership

• Quality teaching and learning

• Whole-site approaches (reading) and

• Effective intervention and support.

Fleurieu and Kangaroo Island region

The three priority areas in this region were a focus on learning, building educational leadership, and future opportunities. The NAPALN results across year levels and aspects for Aboriginal learners were encouraging.

Schools in the region focused on exposition, the persuasive writing genre, and collaborative workshops were held for classroom teachers. The NAPLAN results for writing showed improvement across all year levels compared with 2011. The percentage of students at and above national minimum standard for writing in 2012 was: Year 3 – 96.3%, Year 5 – 86.5%, Year 7 – 90.4%, Year 9 – 76.1%.

All primary schools were involved in the *Principals as literacy leaders* program and implemented *Synthetic phonics* programs as part of their early years focus. There was also a regional network for reading support teachers. The percentage of Year 7 students performing in NAPLAN above national minimum standard was maintained at high levels and above DECD average. Progress in Year 9 reading results was encouraging compared with 2011, with more than 75% of students now in the middle and upper growth bands and above DECD average.

In the 2012, this region sought to develop educator's understanding of what constitutes quality learning environments for children. The *Respect, Reflect, Relate* resource supported and provoked reflection and inquiry about current practice. A 3.5 out of 5 target was set for documenting a supportive environment. A regional average of 4.0 was achieved.

School-to-work transitions were a strong focus for schools in the region, with significant progress made in implementing the *Industry skills* program. This assisted schools in further developing industry pathway programs. Schools adopted higher levels of vocational education and training (VET) within the curriculum.

Limestone Coast region

During 2012 the region focused on improving literacy achievement through emergent literacy and reading, with two key strategic directions of leading learning, and intervention and support. Regional position papers covering literacy intervention and support were used by local schools and an action research project designed to improve literacy outcomes for Aboriginal students achieved positive results.

Attendance rates for Aboriginal learners in the region have also increased over the past three years (2012 – 86.6%, 2011 – 85.4%, 2010 – 84.2%). The general attendance rate for the region (Semester 1, 2012 – 92.1%) is higher than the DECD average (Semester 1, 2012 – 90.3%). The retention rate for years 8-12 has also increased.

The region worked further on the concept of a 'family of schools' to support student transition from primary to secondary school. A memorandum of agreement was signed for one cluster of schools.

There was an increase in the number of local schools achieving better than similar schools in NAPLAN mean scores and in the top two proficiency bands over past four years.

Murray and Mallee region

During 2012 school attendance rates in the region lifted one percentage point since 2010 to 89.5% (0.8% below DECD average). Local Aboriginal attendance is 1% above the DECD Aboriginal average at 82.2% (7.5% of the region's students are Aboriginal). Through personalised strategies the gap is closing between Aboriginal and non-Aboriginal attendance. Through the efforts of staff working with students, families and communities an environmental scan showed a reduction in the percentage of students at risk, from 24% to 20%. There was a lift in the percentage of students thriving, from 3% to 17%.

The region's Year 1 *Running records* data improved in the Term 3 of 2012, with 21% of children reading at or above the Year 1 performance indicator, compared with 14% in 2011. Year 2 results also improved with 32% of students reading at or above the Year 2 performance level. The challenge remains to 'close the gap', as 52% of Year 1 and 28% of Year 2 Aboriginal students are still reading below Reception level.

The region monitored the difference between our mean scores and the DECD average scores. We have slowly been bridging the gap and 2012 was our best year. Our Year 9 NAPLAN numeracy results were 6 points above DECD average, and the other aspects were within 1-2 points.

Northern Adelaide region

The region's Year 1 *Running records* data showed an increase for all students from 27.6% to 29.1% (0.1% below regional target). The Year 2 result increased from 35.1% to 36.5%, (1.8% below regional target). The goal was to increase the percentage of students at or above standards of Level 20 for Year 1 students and Level 26 for Year 2 students.

The 2012 Year 3 NAPLAN reading result for all students in the region increased to 50.8% (8.3% below regional target), while the Year 5 result increased to 38.6% (9.6% below regional target). The Year 7 result decreased to 39.8% (3.2% below regional target), while the Year 9 result increased by to 27.2% (13.1% below regional target).

In terms of Aboriginal learner achievement in reading, in Year 3, 35.3% of students were at or above the national minimum standard (NMS); in Year 5, 27.9% of students were at or above the NMS, in Year 7, 22.7% of students were at or above the NMS, and in Year 9, 17.7% of students were at or above the NMS.

Southern Adelaide region

The region's priorities were literacy for learning (demonstrated continuous growth in literacy learning for each learner), leadership for learning (all leaders improve learning outcomes for all children and young

people, through the focus on teacher pedagogy), and engagement for learning (all children and students are engaged in their learning at preschool and school).

One indicator of success in measuring literacy for learning was *Running records*. In 2012, 52.5% of Year 2 students were reading at level 21 or above, indicating an improvement of 16% compared with 2011.

Not only was there significant growth in the percentage of local sites where more than 93% of students in year 3, 7 and 9 were at or above national minimum standard in NAPLAN testing, but Aboriginal student results showed an outstanding improvement – ranging from 26% (Year 5) to 35% and 36% for years 3 and 7, and 41% for Year 9.

One indicator of success in measuring engagement for learning is attendance data, which for 2012 was stable at 91.2%. Retention rates for years 8-12 continued the upwards trend from 2009, with the target for 2012 for all students being met. Retention rates for Aboriginal students from years 8-12 have also been trending upwards from 2009.

Regional students' SACE completion rates in 2012 was on target at 85%. The highest ATAR score achieved by a student in the Southern Adelaide region was 99.9%.

Western Adelaide region

Overall attendance rates for students within the region remained steady in 2012 with an overall attendance rate in schools of approximately 90% over the past five years. The overall Aboriginal rate improved by 3.3% to be above the DECD average Aboriginal attendance rate, for the second consecutive year. This is attributable to the increased focus on attendance through individual learning plans, mentoring programs and the flexibility offered by the ICAN flexible learning options (FLO). The challenge is to continue this improvement trend and to focus improvement efforts in the middle years of 7-10 where attendance rates trend downward.

In 2012, the region developed a holistic reading improvement strategy for Aboriginal children across the 16 most populated schools. The 'Circle of Support' is a whole-school approach to reading improvement, which will be a focus for 2013.

Ongoing data, combined with consistent whole-school processes, suggest that local schools almost universally score higher results than their Index of Disadvantage 'like schools' in NAPLAN testing.

Yorke and Mid North region

Improvement priorities were to improve Aboriginal education outcomes, literacy outcomes and lead learning outcomes for students.

In terms of Aboriginal outcomes, in 2012 there was improved attendance by Aboriginal children in preschool. Progress was made in establishing culturally safe and welcoming environments and cultural competence and awareness also developed further across the region. Compared with 2011, there was a 10% increase in NAPLAN reading results for students in years 3, 5, 7 and 9, and in writing results for years 3, 5 and 7. There was a slight upward trend in SACE completion data – 2012 is the first year where SACE achievers have been tracked. The Term 3, 2012 data indicated 69% of 2011 students were in work or study (an improvement on Term 1 data, which showed 50% of exit students were unemployed or unknown.)

In 2012 the percentage of students in middle and upper growth categories years 5-7 and 7-9 for NAPLAN reading showed some improvement when compared with data for 2011.

A high percentage of local leaders surveyed believe that regional initiatives in leading learning are making a positive impact on teacher practice. During the year a program to mentor new and aspiring leaders was highly successful. The region continued to develop the awareness and understanding of skills required to observe educators in practice and provide quality feedback.

Families SA regional outcomes

Southern region

Families SA in this region took part in exploring Thinker in Residence, Martin Seligman's 'positive psychology' program in relation to opportunities for changing practice with children, young people and carers.

A survey of local children under the guardianship of the minister (aged 12-18) will be undertaken in 2013, with a goal of gauging wellbeing and looking for opportunities to think and work differently with these young people.

Northern region

Families SA in this region took part in a joint initiative between three local schools and Families SA Elizabeth to better support local children in need, through working with schools to identify and respond to these children rather than referring them into the child protection notification process. The trial sites in 2012 were Elizabeth Downs Primary, South Downs Primary and Craigmore South Primary and Junior Primary.

The *Northern footprints* program developed partnerships between agencies who work with infants, the most vulnerable members of society, and their families. The program aims to reduce the likelihood of harm occurring to infants and to ensure every high-risk infant and unborn child concern receives a response from the most appropriate agency available. In 2012, 92 families received a service through *Northern footprints.*

The *Family safety* framework is a multi-agency meeting that aims to address issues of risk and safety for women and children experiencing domestic violence. SAPOL administers the data for this project.

Country region

Staff in the Murraylands office worked closely in 2012 with the *Nanko-walun Porlar nomawi* program, a joint interagency initiative between CAMHS and Families SA, funded by SA Health. The program aims to provide culturally relevant interventions in the local Ngarrindjeri community, focusing on family relationships, promoting engagement with schooling and supporting families involved in the child protection system or at risk of being involved.

Families SA hosted the Upper Spencer Gulf Guardianship Sports Day where over 100 children and young people under the Guardianship of the Minister and their carers who reside in the Whyalla, Pt Augusta and Pt Pirie offices came together to enjoy a day of fun and activities.

During 2012, Families SA negotiated with ANZ Bank for the rights to deliver ANZ's Aboriginal financial literacy training program, *Money business,* which was introduced into the APY Lands and in 2013 will be run in and around Ceduna.

Families SA has six lands-based workers based at Pipalyatjara, Amata, Pukatja, Iwantja, Mimili, and Kaltjiti. These workers are based in the schools and involved in early prevention, case management, training and other strategies to improve the safety, health and wellbeing of children and families. In 2012, Families SA also established a program in the APY Lands Communities for the purchase of fridges through the No Interest Loans Scheme (NILS), to support the *Nutritional wellbeing* program and reduce environmental health risks.

South Australia's Strategic Plan – supporting government objectives

The latest update of South Australia's Strategic Plan (SASP) was released in September 2011. The SASP contains 100 targets, grouped under six priority areas – Our Community, Our Prosperity, Our Environment, Our Health, Our Education and Our Ideas.

DECD is the lead agency for Our Education, which comprises seven targets:

T12 Early Childhood – AEDI – Increase the proportion of children developing well

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

T15 Aboriginal Education – Early Years – increase yearly the proportion of Aboriginal children reading at age appropriate levels at the end of Year 1

T27 Understanding of Aboriginal Culture – Aboriginal cultural studies included in school curriculum by 2016 with involvement of Aboriginal people in design and delivery

T87 Reading, writing and numeracy (national minimum standards); Reading, writing and numeracy (high proficiency bands)

T88 Science and maths – by 2020, increase by 15% the number of students receiving a tertiary entrance rank (TER) or equivalent with at least one of the following subjects: mathematics, physics or chemistry

T89 SACE or equivalent – Increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification.

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 and Year 9 was included for the first time.

Other SASP targets

The department also contributes to various other goals identified in the revised strategic plan, for example – share of overseas students, non-school qualifications, science, technology, engineering and mathematics qualifications, and tertiary education and training – as well as more general targets in energy efficiency in 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. More details on SASP targets can be found within the body of this report.

South Australia's Strategic Plan – supporting government objectives

SASP target	Outcome 2012	See page
T12 Early Childhood – AEDI	There was no new data for this target as it is collected triennially. The next collection will occur in 2012, with new data available in 2013 for reporting purposes.	69
T14 Early Childhood – Year 1 literacy	There has been continual improvement in the number of children reading at an age appropriate-level by the end of Year 1 since 2009. Current progress is on track to meet the 2014 improvement target. There has been approximately a 2% annual improvement for all children, requiring a 4% improvement over the next two years to achieve the target.	44
T15 Aboriginal early years	There has been a very slight improvement in the yearly increase in the proportion of Aboriginal children reading at age-appropriate levels at the end of Year 1.	82
T87 Reading, writing and numeracy (national minimum standards); Reading, writing and numeracy (high proficiency bands)	The proportion of South Australian students above the reading, writing and numeracy minimum standard for school years 3, 5, 7 and 9 has essentially remained static for all years between 2008 and 2011. For detailed reporting and figures on the NAPLAN, see page 91 in the primary years, and page 97 in the secondary years.	
T27: Understanding of Aboriginal Culture – Aboriginal cultural studies included in school curriculum by 2016 with involvement of Aboriginal people in design and delivery	This target is measured by the number of DECD schools teaching Aboriginal cultural studies as part of the curriculum as a percentage of all schools. The number of schools has increased and the percentage has increased over the past 12 months.	54
T88 Science and maths	There has been a 16% drop overall in the number of students receiving a tertiary entrance rank (TER) or equivalent with at least one of the following subjects: mathematics, physics or chemistry since the base year 2003. There was a 12% drop in male students and a 20% drop in female students for the same period. The largest decrease (between years) occurred between 2010 and 2011, with a drop of 12% overall with a 11% drop for male and 12% drop for female students. A new approach from 2012 onwards is outlined on p92.	52 & 92
T89 SACE or equivalent	There has been a 12.6% improvement in 15-19 year old students who achieved the SACE or comparable senior secondary qualification since the baseline year 2005. Most of this increase has been realised since 2009. (Source: Data Source: Department of Education and Child Development (DECD). Compiled using data from the SACE Board of Australia, International Baccalaureate, the Department of Further Education, Employment, Science and Training (DFEEST) and ABS Cat No 3101.0	98

Supporting national objectives

South Australia is implementing a number of education-based national partnership agreements and national initiatives 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)
- Empowering Local Schools
- Helping Our Kids Understand Finances
- National Quality Agenda for Early Childhood Education and Care
- Indigenous Early Childhood Development
- Investing in Focus Schools
- More Support For Students With Disabilities
- National Solar Schools Program
- Rewards for Great Teachers
- SA Advanced Technology Industry – Schools Pathways Program
- Smarter Schools National Partnerships
  - Improving Teacher Quality
  - Low SES School Communities
  - Literacy and Numeracy
- Secure Schools
- Trade Training Initiative
- Youth Attainment and Transitions.

More information about these school/education-based partnerships can be found at www.federalfinancialrelations.gov.au.

Through Families SA, the departrment also contributes to:

National Framework for Protecting Australia's Children 2009-2020

Families SA also participates in the *National Framework for Protecting Australia's Children 2009-2020*, which is a collaborative undertaking between the Commonwealth, State and Territory governments and non-government organisations to improve the safety and wellbeing of Australia's children.

The second annual report to the Council of Australian Governments (COAG) was released on 30 March 2012. The national framework is being delivered through a series of three-year action plans extending to 2020.

The national framework provides a unique opportunity for governments, non-government agencies, business and members of the community to work in partnership to prevent the abuse and neglect of children, and is a clear demonstration that protecting children is everyone's responsibility.

South Australia has been actively involved in finalising priority actions identified for completion in the first three-year action plan and in the development of the second action plan.

Notable achievements during 2012 included the following:

- Trial of the *Common approach to assessment referral and support* (CAARS) tools, designed to assist universal service providers to recognise early signs that children and families are in need of support and identify appropriate responses

- Development of *Transitioning from out-of-home care to independence*: A nationally consistent approach to planning, a practical resource outlining core elements to transition planning across three phases of transitioning: the preparation, transition and after-care phases

- Introduction of a carers' online resource to improve access to information about existing supports and services for out-of-home carers

- Continued work towards implementation of the *National standards for out-of-home care* including the development of measures against which to monitor progress

- Release of a *National research agenda for child protection* that identifies priority areas for child protection research required to fill research gaps. Two key research areas, *Promoting safe communities* and *Protecting Indigenous children*, will be part of an ongoing research program

- Development of a learning resource on responding to concerning sexual behaviours, designed to support carers and residential care staff by providing information and practical strategies to respond to concerning sexual behaviours of children and young people in their care.

There are national agreements in place that the Women's and Children's Health Network (through SA Health as the lead agency) contributes, including the to the National Partnership Agreement On Health Services. This agreement between the Australian Government and the States and Territories is to improve the health and wellbeing of Australians through delivering high quality health services. The national agreements below all sit within this overarching agreement.

- National Indigenous Reform Agreement (Closing the gap)

- National Partnership Agreement Supporting National Mental Health Reform

- National Partnership Agreement On E-Health

- Closing the Gap in Indigenous Health Outcomes

- Healthy Kids Checks

- National Perinatal Depression initiative

- Healthy Children initiative

- National Partnership Agreement for Indigenous Early Childhood Development (see summary on page 27).

Australian curriculum

The implementation of the nationwide Australian Curriculum has created opportunities for teachers to create learning opportunities for students that reflect safe conditions for rigorous learning, development of skills for expert learning, and personalisation and connectedness to learning.

Australian Curriculum in primary schools

The department has a clear focus on 'how' teachers work with the new curriculum, with all primary teachers working with the Australian Curriculum in mathematics and science and reporting student learning against the achievement standards.

During 2012, 14 implementation officers worked with 80 clusters of schools (with primary enrolments) across the State and supported leaders to plan for implementation, address issues, develop resources and tailor support. Implementation officers also facilitated more than 500 professional learning activities across the clusters.

Other activities that supported the Australian Curriculum in primary schools included:

- 65 teacher facilitators being supported to work with the *Teaching for effective learning* framework and the Australian Curriculum in schools

- focus teachers in each school acting as catalysts for professional learning communities in their sites

- a *Mathematician in residence* initiative, which resulted in 40+ workshops with groups of teachers from cluster primary schools.

All government primary school leaders reported student learning in mathematics and science against the *Australian Curriculum achievement standards* by the end of 2012.

Australian Curriculum in secondary schools

During 2012, 10 implementation officers worked with every school across the State that has a secondary enrolment, some 170 sites involving approximately 4 900 teachers. The implementation officers worked with school leaders to jointly develop implementation plans and where negotiated, assist with the planning and facilitation of professional learning on pupil-free days.

Implementation officers also worked with regional teams and regional curriculum consultants to ensure explicit links are developed with regional plans and priorities. Lead schools were identified in each region.

Policy development and work with the Australian Curriculum, Assessment and Reporting Authority (ACARA)

In 2012, the department developed, consulted on and published *Reporting on Australian Curriculum: Guidelines for R-10 Schools and A-E reporting guide* and resources to support teachers to use the Australian Curriculum achievement standards for reporting student learning.

The department also supported ACARA by collecting 600 work samples in portfolios of evidence against the Australian Curriculum achievement standards. These samples will support teachers to make appropriate judgements about student progress against the standards.

DECD also continued to engage with ACARA in relation to the ongoing development of the Australian Curriculum. We participated in all consultation opportunities facilitated by ACARA.

Digital education revolution

The Australian Government is investing funds of more than $2 billion in the *Digital education revolution* (DER). The objective of DER, to achieve a ratio of one computer for every Year 9-12 student in Australia by 31 December 2011, was completed ahead of time. All students in years 9-12 in South Australian government schools now have access to a computer or its equivalent for students with disabilities. This has meant the purchase and deployment of more than 41 100 computers and the upgrade or installation of networks in 162 schools.

To enable faster assess to the internet for students and staff, a small amount of residual funding was also used to add additional wireless access points, replace obsolete network equipment and install WAN acceleration devices to schools with Year 9-12 enrolments. Redevelopment of the digital capability assessment framework, edCAP, is currently being investigated in keeping with the rapid acceleration of ICT in schools for teaching and learning as a consequence of the DER initiative.

National Partnership Agreement on Indigenous Early Childhood Development

South Australia is establishing four Aboriginal children and family centres under the National Partnership Agreement on Indigenous Early Childhood Development. 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 are being constructed at Ceduna Area School, Hincks Avenue Primary School in Whyalla, Christies Beach Primary School, and Ernabella Anangu School.

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.

Key achievements for 2012 include the following highlights:

- Completion of the Ernabella Children and Family Centre, which provides larger facilities for children and families to learn together, as well as two new consulting rooms

- Commencement of construction of the Christies Beach, Whyalla and Ceduna Aboriginal children and family centres

- Recruitment of key staff including directors of the Aboriginal children and family centres, community development coordinators and family services coordinators to support the delivery of programs within existing facilities while the new buildings are constructed

- Delivery of programs for children and families within interim facilities including universal and targeted playgroups, health and developmental checks for young children and parenting programs

- Further professional development for staff working in the Aboriginal children and family centres on the *Learning together* program, leadership development, interpreting and utilising population data and managing volunteers

- Official naming of the Christies Beach centre as Taikurrendi Children and Family Centre and the Whyalla centre as Gabmididi Manoo Children and Family Centre.

Construction of all centres will be complete in 2013.

National Partnership Agreement on 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.

The Department for Education and Child Development (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 childcare centres and preschools.

Expansion of the provision of preschool has been progressed with all DECD-funded preschools being provided with funding to deliver 15 hours of preschool per week.

All children enrolled in preschool in their year before full–time schooling (YBFS) in DECD-funded preschools (including 20 grant funded non–government preschools) now have access to 15 hours of preschool. In the August 2012 Census, the number of YBFS preschool children enrolled was 17 393 in DECD-funded preschools. There were a further 1 679 enrolments in child care centres and non-government schools participating in the Universal Access grant funding scheme. The total children enrolled of 19 072 represents 63% of the ABS estimated four year old population for South Australia in June 2012. This includes 902 Aboriginal children enrolled in DECD-funded preschools with a further 13 children enrolled in services participating in the Universal Access funding scheme.

Funding the delivery of 15 hours of preschool in the non-government sector has established partnerships with the non-government childcare and private school service providers, increasing the provision of preschool places across South Australia and giving parents a greater choice in where they may access preschool.

At the beginning of Term 4, 2012, the current estimates are that 70 services were operating a funded preschool program catering for an estimated 1 662 children. A further 33 applicants are expected to commence delivery of 15 hours of preschool in 2013.

Scholarships were made available to teachers employed in preschool and child care centres to support staff who wish to upgrade to a four-year early childhood teacher equivalent level. These scholarships work to achieve delivery of the expanded provision of 15 hours of preschool by a four-year qualified teacher and increase workforce qualifications.

By end-December 2012, 127 teachers working in DECD preschools and the early years of school, and 34 teachers working in non-government early childhood services had taken up the scholarship opportunity. To date, 33 scholarship recipients have graduated.

National Partnership on the National Quality Agenda for Early Childhood Education and Care and School Age Care

The National Quality Agenda for Early Childhood Education and Care and School Age Care establishes the National Quality Framework (NQF), which applies to most long day, preschool, family day care and out of school hours care services in Australia.

The NQF commenced on 1 January 2012 and aims to raise quality and drive continuous improvement and consistency in education and care services and school age care through the National Quality Standard, national legislation, an assessment

and rating process, and a national body that oversees the new system ensuring national consistency, the Australian Children's Education and Care Quality Authority (ACECQA).

The Education and Early Childhood Services Registration and Standards Board of South Australia (EECSRSB) was established under the State legislation enacting the national law as an independent statutory authority to approve, monitor and quality assess services against the NQF. For more details on the Education and Early Childhood Services Registration and Standards Board of South Australia, see page 68.

DECD is the approved provider of government family day care services under the new legislation, and government preschools, which are now externally regulated for the first time. Department services selected by the EECSRSB commenced the assessment and rating process in July 2012. All services will be assessed and rated between 2012-2015, and these ratings will be published on the www.mychild.gov.au website from mid-2013, empowering families to make informed choices about which services are best for their child.

To ensure wide access to the new legislation, printed copies were made available to all South Australian services under the NQF, as well as an NQF information sheet for families distributed statewide and cross-sector.

In its role as an approved provider, DECD presented NQF implementation sessions across South Australia and developed resources that are shared with the sector through the department's Early Childhood Reform website.

The South Australian Health and Community Services Skills Board was contracted to develop a workforce development strategy for the South Australian early childhood education and care workforce as a collaborative effort across the sector. This will align with the national early years workforce strategy.

Investing in Focus Schools National Partnership

To support implementation of the national *Aboriginal and Torres Strait Islander education action plan 2010-2014*, South Australia was provided with $2.4 million from the Australian Government as part of the Investing in Focus Schools National Partnership. There are 34 schools in South Australia participating, comprising three independent schools, four schools from the Catholic school sector, and 27 government schools.

Using a strength-based approach, schools developed local activity plans based on the improvement needs of the school. There was also a focus on implementing actions that are based on strategies known to bring about improved school attendance, increased student and family engagement in school and improved academic achievement of Aboriginal students.

Schools started developing their local activity plans in 2012; the implementation phase started in Term 1 of 2013. Final performance reports are due 30 April 2014 to the Department of Employment, Education and Workplace Relations.

Smarter Schools National Partnership

This Smarter Schools National Partnership has continued to provide opportunities for addressing disadvantage, improving teacher quality and teaching practice, building leadership capacity and improving the literacy and numeracy outcomes for students.

Communities Making a Difference

This low-SES school communities national partnership (called Communities Making a Difference (CMaD) in South Australia) has addressed a range of areas in identified schools including targeted student support, whole-school improvement, improving pedagogy and leadership practice, and staff recruitment and selection strategies.

Specific achievements delivered through this national partnership in 2012 included the following:

- There were a total of 1 261 students identified in low-SES schools who received additional funding for ICAN case management to address the barriers preventing successful engagement in learning at school

- 1 589 students in years 8 to 12 received mentoring support through the *Secondary student mentoring* program

- 120 principals with secondary enrolments participated in the *Secondary principal as literacy leader* (SPALL) program

- 391 families with 496 children were supported through the *Learning together* program.

- The Aboriginal Turnaround Team (ATAT) supported 35 families with 91 students, providing these families with case management support, appropriate intervention and integrated service delivery.

Improving Teacher Quality

This national partnership has focused attention on the workforce reforms that provide the greatest opportunity to enhance teacher quality. In 2012 specific achievements included the following:

- Strategic development of school leaders and the implementation of the *Australian professional standard for principals*

- Targeted and customised recruitment designed to promote retention in hard-to-staff locations

- Statewide implementation of the *Australian professional standards for teachers*

- Alignment of the Australian teacher performance and development framework with the DECD *Performance and development* policy

- Improved pre-service extended 'practicums' through the *School centres for excellence*

- Improved training courses for school services officers, early childhood workers and Aboriginal community education officers.

Empowering Local Schools National Partnership

This national partnership (ELS) empowers participating schools to make decisions at a local level to best respond to local needs and promote successful educational outcomes for their students.

In transforming their operations towards greater autonomy, ELS schools are engaged in one or more of the following areas:

- Governance arrangements, including strategic planning and decision making

- Management of funding and infrastructure, including allocation of resources and management of infrastructure

- Workforce matters, such as developing staff capacity in priority areas.

National partnerships funding supports 18 individual transforming schools, and 43 schools involved in 12 confederations to achieve shared goals. Of the 61 schools involved overall, 43 commenced their initiatives in 2012, and the remainder will commence in January 2013.

Main focus areas of projects commenced in 2012 include enhancing parent and community engagement in schools, online communication with parents and community and using social media to enhance parent and community engagement in school life, and developing partnerships with agencies and community groups to enable more responsive service provision and intervention programs.

More Support For Students With Disabilities National Partnership

This partnership comprises eight strategies that build the capacity of schools to more effectively support students with disabilities through:

- providing additional assistive learning technologies to students with vision impairment at the SA School for Vision Impairment

- extending Adelaide West Special Education Centre as a centre of expertise in supporting students with complex communication needs

- developing Gordon Education Centre as a school with expertise in literacy for students with intellectual disability or cognitive delays

- developing a 'Team around a Child' joint initiative with the Department of Communities and Social Inclusion

- providing online training in *Understanding Autistic Spectrum Disorder*, *Understanding Dyslexia* and *Significant difficulties in reading*

- developing a *Disability Standards of Education 2005* online training for with Canberra University and other jurisdictions

- providing professional learning, facilitated by Professor Barry Carpenter OBE, focusing on family-centred approaches and inclusive schools

- providing additional resources and supports to differentiate curriculum for students with disabilities including a focus on Autism.

Nationally consistent data collection on students with disabilities

The Australian Government is seeking to support all educational jurisdictions to develop nationally consistent data on students with disabilities. This will provide schools and education authorities with rich information about the diversity of the population of students with disability, the number and location of students with disability and the level of adjustments provided for them to participate in schooling on the same basis as other students.

Collecting this data will help schools and education systems to reach two agreed educational goals for young Australians: *Australian schooling promotes equity and excellence*, and *All young Australians become successful learners, confident and creative individuals, and active and informed citizens.*

Trials occurred over 2011 and 2012 with a number of South Australian government schools participating. The trial was well received by staff in our schools as they recognised the value of a nationally consistent approach.

In 2013 there will be a phased implementation approach of the data collection. This is a critical component of the broader national education reform agenda and when fully implemented, it will build the evidence base to inform improved schooling for students with disability.

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 13 700 teachers* and early childhood educators are employed by the department to help these children achieve their best.

*The total number of teachers and leaders from preschool to secondary school as at August 2012 was 13 717. This figure only includes those staff who spend the majority of their time in contact with students and have teaching duties.

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 25) sets out the core knowledge, understanding, skills and general capabilities important for all Australian students. It is being progressively developed 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:

- 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 100).

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 information about SACE completion, see page 98 or www.sace.sa.edu.au/the-sace/students-families/about-the-sace

Strategies to engage and support Aboriginal students in public education

Aboriginal education staffing resources

DECD employs staff specifically dedicated to provide advocacy and support services to Aboriginal students and families to maximise the student's social, wellbeing and or learning outcomes. As at 30 June 2012 there were 291 employees employed under the Aboriginal Education Workers Award, consisting of 94 full-time and 197 part-time employees in regional and school-based roles. This cohort included regionally based Aboriginal community education managers (ACEM), and Aboriginal inclusion officers (AIO), and at a school level Aboriginal secondary education transition officers (ASETO), and Aboriginal community education officers (ACEOs).

In 2012, across 11 regions, ACEM/ACEO/AIO network days were held every term to support professional development, interagency sharing, and address regional business. Also during the year, 54 ASETOs attended a two-day conference to support professional development in SACE requirements, vocational pathways, and education monitoring and support strategies.

In 2012, 45 ACEOs commenced a Certificate 4 in Community Development and will complete in 2014.

Aboriginal education coordinators

Aboriginal education coordinators are employed at a regional level to work with regional and school leaders and Aboriginal education teachers to improve regional performance in relation to Aboriginal student outcomes.

In 2012 there were 14 Aboriginal education coordinators based in 10 regional offices.

Aboriginal education teachers

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

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

In 2012 there were 96.5 FTE Aboriginal education teachers working in 12 regions.

Community engagement

South Australia has identified the preschool and school attendance of Aboriginal students as a major focus, and acknowledges the importance of community and school partnerships in addressing non-attendance through shared responsibility, and creating high expectations for Aboriginal student learning outcomes.

Critical to improving student outcomes is the acknowledgement of parents as the primary nurturers of their child's learning. We strive to engage Aboriginal parents with schools and staff through a number of methods including conducting regional Aboriginal Community Voice forums and parent satisfaction surveys, providing executive support for the South Australian Aboriginal Education and Training Consultative Body (SAAETCB), staffing resources specifically dedicated to supporting the engagement of Aboriginal students and families, and implementing programs to support parents in their role as primary care givers. All schools are encouraged to create welcoming school environments that are culturally inclusive and encourage parental involvement.

In 2012 there were 64 Aboriginal parents on school governing councils across the State, and 41 Aboriginal Voice committees that met regularly in schools.

School and community partnerships agreements are being developed between Aboriginal parents and communities to improve Aboriginal students' educational outcomes and effective working relationships. The agreements establish a way of working together for a common purpose, with respectful decision making that produces results.

Of the 82 focus schools, an additional 13 schools had a school-community partnership in place in 2012. This brings the total number of partnership agreements developed in focus schools to 17 schools.

The South Australia Aboriginal Education and Training Consultative Body (SAAETCB) is funded by both Australian Government and State Government to undertake consultation with key stakeholders including Aboriginal people to inform policy to support the implementation of the *National Aboriginal Torres Strait Islander education action plan 2010-2014.*

In 2012, the SAAETCB has hosted two regional Aboriginal parent and community education and training forums. The forums were held in Maitland and Coober Pedy and were attended by over 80 Aboriginal parents and community members.

The SAAETCB also hosted the South Australian Aboriginal Parent and Caregiver State Conference on 8 and 9 November 2012.The conference attracted 110 parents and caregivers, along with representatives from state and commonwealth education providers to discuss the implementation of the *National Aboriginal Torres Strait Islander education action plan 2010-2014*, and other matters relating to Aboriginal education and training in South Australia.

Stronger Smarter

South Australia has partnered with Queensland's Stronger Smarter Institute to support the development of Indigenous leadership in communities and to engage in *Stronger Smarter* initiatives for Indigenous children. The Stronger Smarter Institute comprises of two main project areas – *Stronger Smarter* leadership programs (SSLP) and the *Stronger Smarter* learning communities project (SSLC). These two project areas work closely together and schools can only engage with the SSLC project after they have participated in a *Stronger Smarter leadership* program. Since 2005, 35 DECD staff have attended the *Stronger Smarter* leadership training program.

There are a total of 24 hub and affiliate schools participating in the *Stronger Smarter learning communities* project in South Australia.

In 2012 DECD held two forums as part of the *Stronger Smarter* learning community to engage in strategic planning and professional development activities.

A *Stronger Smarter* leadership development program delivery in South Australia is planned for 2013.

Aboriginal cultural studies

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

The *Aboriginal cultural instructor (ACI) employment initiative* seeks to build the capacity of the DECD Aboriginal workforce, through nationally recognised training, to deliver cultural and language education programs that meet the state and Australian Curriculum requirements.

The ACI Work Group includes representatives from various units in DECD as well as the Australian Education Union. In 2012 the group met four times to progress actions and a draft discussion paper outlining future directions was developed. More than 100 stakeholders were consulted on key directions, including caregivers at the recent SAAETCB forum. Work will continue in 2013 to implement this initiative.

Individual learning plans

Individual learning plans (ILP) for all Aboriginal children and young people are a requirement of the national *National Aboriginal Torres Strait Islander education action plan 2010-2014*. In SA government schools ILPs are used as a practical working document that underpins challenging and interesting learning experiences and enables students, teachers and families to work together to achieve the best possible health, wellbeing and learning outcomes. The ILP is monitored and regularly reviewed and used as a discussion point with parents in parent-teachers interviews.

Aboriginal Program Assistance Scheme (APAS)

The Aboriginal Program Assistance Scheme (APAS) provides funding to schools to support Aboriginal student academic improvement. APAS support includes Aboriginal student tuition, mentoring and coaching, counselling, cultural awareness, and support for student wellbeing. APAS funding aims to improve literacy and numeracy outcomes, attendance, retention, SACE completion, and increased parent and community engagement in education.

In 2012, 366 schools received APAS funding and 2 742 students received additional funding support.

APAS focused on an early years intervention model in 2012, and used *Running records* data to target resources to identified schools. A total of 302 Year 1 students, 475 Year 2 students, and 367 Year 3 students received funding support.

In 2012 APAS funding was provided to support literacy and numeracy development for 301 Aboriginal Year 4 students who did not meet the national minimum standard in the NAPLAN tests in 2011. This funding was provided to continue the literacy and numeracy supports that had been put in place in 2011 to support specific students.

The APAS program provided resources to 1 297 Aboriginal Year 11 and 12 students to support retention and SACE completion.

Aboriginal student mentoring

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.

In 2012, 1 459 Aboriginal students in years 5-9 were supported across 71 schools and seven regions.

Reconciliation

The department supports Reconciliation SA in promoting and assisting with facilitation of reconciliation activities and events throughout the year. In 2012 we implemented the education pack *The first peoples of Australia: Let's talk recognition*, which builds on the theme of citizenship and addresses the need for recognition of Aboriginal people in both the State and Australian constitutions. This education pack was written within the Australian Curriculum framework.

Reconciliation Week Schools' activities continued in 2012 – two schools in each region were targeted to promote reconciliation in their schools throughout the year.

The Reconciliation SA Schools' Congress Program was held in four regions in 2012. Southern Adelaide Region, Far North, Northern Adelaide Region and Murray and Mallee hosted Schools' Congress events in 2012. The theme in 2012 followed the topic in the education pack and opened up conversations with non-Aboriginal and Aboriginal student leaders regarding the laws, decision making processes, politics and constitutions of Australia.

The Aboriginal Turn Around Team (ATAT)

This program falls within the Smarter Schools (Communities Making a Difference) National Partnership. The teams provide intensive case management and co-ordinate community, non-government and government agency groups to provide support in the areas of health, education, and family services.

Four 'Turn Around' teams operate within the Northern Adelaide, Western Adelaide, Far North, and Eyre and Western regions. In 2012 the four teams provided support for 35 families, 91 students, 40 educational sites and 45 agencies. Outcomes include an improvement in school attendance, literacy, and retention rates, and the positive engagement of children and young people in education.

Aboriginal enrolments in government schools

Aboriginal students in South Australian government schools, 2003-2012
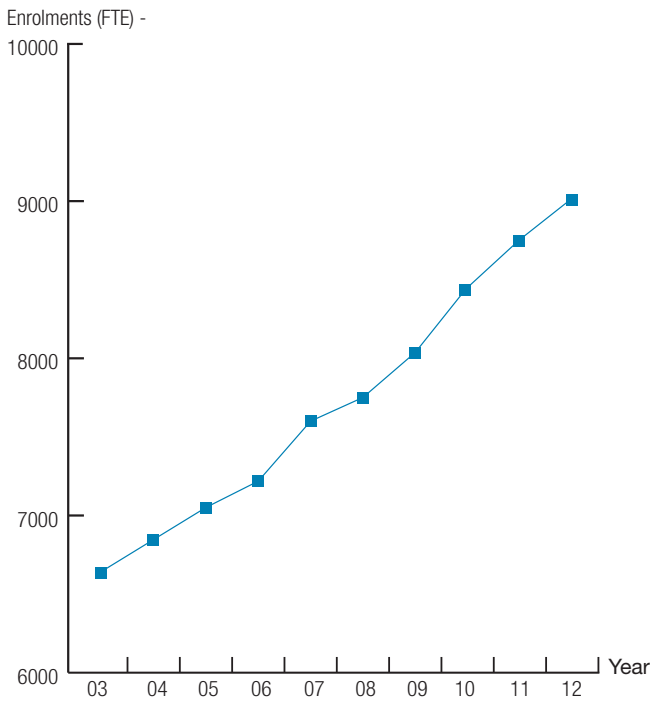
Enrolments (FTE) -

Source: DECD Term 3 School Enrolment Census 2003-2012

Enrolments (FTE) - Aboriginal students in South Australian government schools, 2011 and 2012

Level	2011	2012	Change	% Change
Primary	5 723.1	5 877.4	154.3	2.7%
Secondary	2 938.5	3 129.3	190.8	6.5%
Total	8 661.6	9 006.7	345.1	4.0%
% of total enrolments	5.2%	5.4%		
	2011	**2012**		
Total enrolments	165 899.3	166 492.9		

General enrolments and attendance in government schools

Enrolments in government schools, mid-year 2003-2012
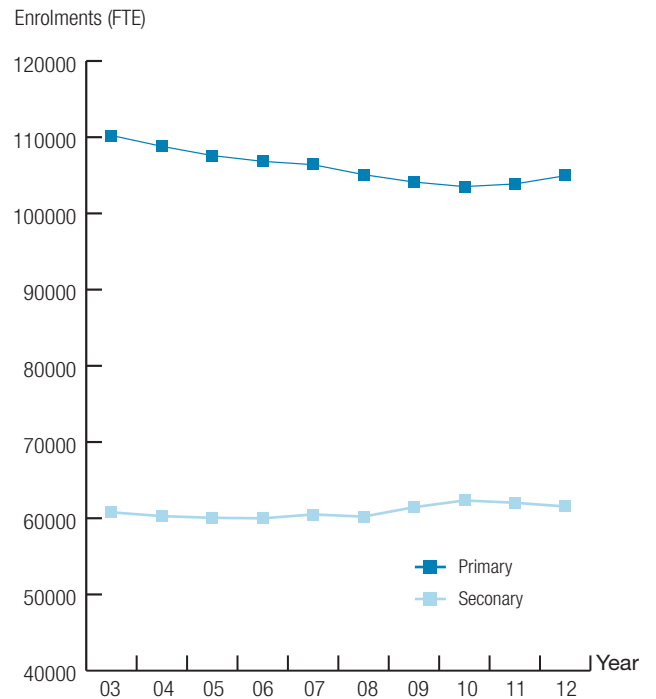
Enrolments (FTE)

Note: There has been an increase of 580 full-time-equivalent (FTE) enrolments in SA public schools from 2011-2012

The department aims for ongoing, documented attendance monitoring and improvement. We believe that this a vital part of ensuring that children and young people receive learning opportunities that will provide a solid foundation for their future.

Performance standards for attendance were introduced with the aim of achieving an attendance rate of 93% in every site by the end of 2014, and a further improvement in the rate to 95% by the end of 2016.

All government schools are required to implement an attendance improvement plan in collaboration with the whole school community that describes attendance outcomes (including setting site targets for attendance), documents strategies to achieve the outcomes, and uses the analysis of attendance data to inform the continuing improvement in attendance rates. We provided information and instructions to leaders across the State in 2012 to support schools to update their plans.

In 2012, we engaged in a number of initiatives to support attendance improvement, including the following:

- Updates to the Student Attendance and Behaviour Management (SABM) data warehouse were released. These included new alerts to identify students who had not attended school.

- A data-matching process was completed to allow automatic, timely provision of enrolment information to support follow-up of students involved in the juvenile justice system.

- Next year, new technology will be introduced that will make it easier for teachers to mark attendance. Technology, called the LearnLink project, will enable primary and secondary school teachers to use a PC or laptop to mark in attendance for the day, half-day or lesson. The technology will automatically update student attendance on the school's administration system and allow for further follow up of a student's absence if required.

- The Task Force on Absenteeism met regularly in 2012 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.

Ongoing work undertaken by the department in 2012 also included the following:

- Formal signing of the memorandum of administrative arrangement by the Chief Executive of DECD and the commissioner of SA Police. This agreement provides a framework within which both organisations can work collaboratively in the development of complementary policies and responses to school-based incidents, student non-attendance and other circumstances where police interact with schools.

- The department actively supported the Office for Carers in an ongoing review of the *Carers Recognition Act 2005.* This piece of legislation assists access and engagement in successful education for young carers and improves support to young people who are cared for informally by their relatives. DECD also supported the second annual Carers Recognition Act Awards.

- The *Tri-border attendance* strategy project is now operating between South Australia, Northern Territory and Western Australia. Many students along the state and territory borders are highly transient and move between different education sectors as they move from school to school. Fourteen participating schools in the APY lands and Far North are able to share student enrolment and attendance details.

International education

South Australian government schools overseas students enrolments 2003-2012
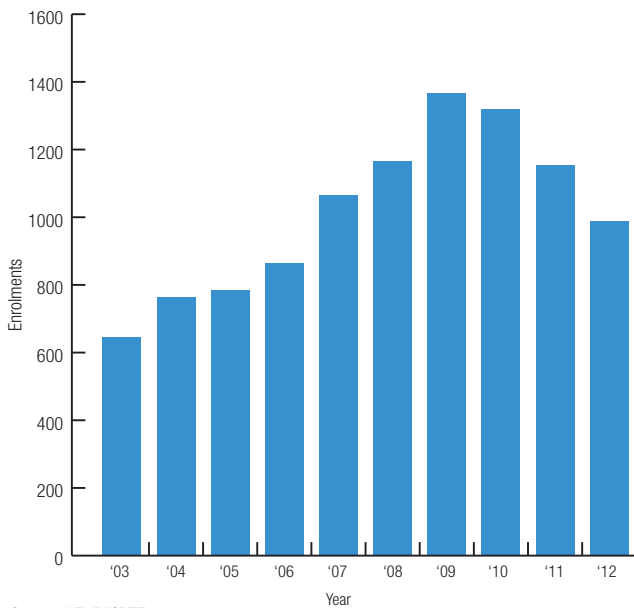
Source: AEI (DIISRTE)

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, in line with Target 90 of South Australia's Strategic Plan 2011. (Target 90 aims to increase the number of overseas students across all education and training sectors from 13 737 in 2003 to 45 000 by 2014.)

The graph above shows the number of international student enrolments in South Australian government schools from 2003 to 2012.

In 2012 international student enrolments across Australia declined by 10.4% as a result of the weak global economy, the strong Australian dollar and competition from other countries. DECD international student enrolments declined by 14.4%, against a State decline of 15.2% in the school sector.

International Education Services will continue to develop innovative marketing strategies to maintain its market share in student enrolments and also extend its product offerings in study abroad programs, study tours and adult training programs to sustain DECD *International student* program.

Supporting students with disabilities or special needs

The following programs support children and students with disabilities to access the curriculum and achieve positive educational outcomes. For specific strategies regarding children and young people across the three stages of schooling please see the relevant chapters.

In 2012 DECD restructured to separate special education policy and practical operations into two distinct units. The Special Education unit in Central Office manages policy and national projects, and the Special Education Resource Unit at Henley Beach is the operational arm of special education in SA government schools.

Students with disabilities in South Australian government schools

Students with disabilities account for 9.1% of the total government school population and of that group, 81.1% attend mainstream schools, 12.9% attend a special class or disability unit located on a mainstream site, and 6.1% 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 2012 was $11.9 million.

Disability support

The *Disability support* 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. 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.

The total of students verified as having a disability at the Term 3 census 2012 was 15 163.5. All students with a verified disability are required to have a negotiated education plan developed in partnership between families, school and regional staff.

Autism intervention program

From 2013, this program will provide access to an individualised, multisensory learning program for students with High Functioning Autism or Asperger Syndrome. The program will focus on key areas of challenge for these students:

• Communication skills

• Social skills

• Restricted patterns of behaviour.

Staff will work with families to develop an individualised learning program through the negotiated education plan process. On achievement of their learning goals, students will begin the transition process back to their home school.

Autism SA and regional office staff will provide professional support to students, families and staff.

In 2012, training was provided to new staff and families visited the sites where the program will be hosted. Specialised facilities were complete in time for the beginning of Term 1, 2013.

The *Autism intervention* program will be hosted at The Heights School, The Heights Pre-School, Blackwood Primary School and Blackwood High School.

SA School For Vision Impaired (SASVI)

SASVI aims to increase access to the curriculum for students with significant vision impairment. In 2012, 31 students attended the specialist school at Park Holme. Some students hold a joint enrolment with a mainstream school, attending their mainstream school one day per week for social inclusion, or SASVI for one day to receive specialist instruction to help with social and independence skills, assistive technology, Braille, if required, and orientation and mobility.

SASVI provides access to the Australian Curriculum, at age-appropriate levels and to the expanded core curriculum, specifically developed for students with vision impairment. In 2012, 11 students were enrolled in the Secondary vision impairment program at Charles Campbell Secondary School, and 10 were enrolled at Seaview High School.

The Statewide Support Services supported 172 children and students with vision impairment in government, Catholic and independent schools in metropolitan and country areas.

Kilparrin teaching and assessment school and services and Kilparrin Early Learning Centre

Statewide Support Services supports staff to increase access to the curriculum for children and students with sensory (vision and/or hearing) impairments and additional disabilities. Support teachers provide comprehensive and functional educational, vision and/or hearing assessment of referred learners, discuss educational implications with families and staff and advise on the development, implementation and monitoring of programs in partnership with the teacher.

In 2012 Kilparrin teachers provided support to preschools and schools for 110 students (K-12+) across the State.

In 2012 there were 21 children and students enrolled in Kilparrin. Learners at Kilparrin have specific needs that are addressed by designing an individual program within the classroom curriculum under the auspices of the Australian Curriculum and the Early years learning framework. In 2012 three students successfully completed 10 Stage 1 SACE (modified) units, with one student also completing one Stage 2 SACE (modified) unit.

Special Education Resource Unit (SERU)

SERU provides a range of specialised services and resources to support the development and learning of children and students with disabilities and learning difficulties.

Teaching and learning resources

In 2012 registered borrowers increased by 500 to 6 992. Communication and inclusive learning technologies were incorporated into the Resource Centre as general loan items. Parents/carers and educators can trial technology and make informed decisions before purchasing technologies to improve children's learning outcomes. Promotional activities and displays of resources were redefined so that stakeholders receive targeted high level advice about using resources to address the individual needs of children and students. In 2012, 1 134 clients used this service, and 520 SERU and DECD-produced publications were sold and distributed.

Professional development calendar

A comprehensive range of professional learning opportunities for families, educators and other professionals is scheduled annually. In 2012, 557 participants attended 55 workshops.

Conductive education

This program is for children aged from six months through to secondary school age who have significant physical disabilities. In 2012, 15 primary school-aged children accessed the program in the Kidman Park Disability Unit, seven students participated in the program in the Findon High School Disability Unit and nine primary school-aged children from across metropolitan Adelaide accessed a mobility program at Kidman Park. Twenty-five children and their parent/carer participated in early intervention sessions.

Communication support service

This service supports students with severe speech and/or language disorder and provides professional support to teaching staff about intervention strategies and curriculum support materials. In 2012, 68 students received targeted support to address specific language impairment and 37 students received transition support to exit special language facilities back to their mainstream setting. Professional development activities were provided to 200 participants at SERU and 337 participants in school sites.

Early intervention hearing impairment service

A family-centred intervention service for babies and children from 0-5 years is delivered in homes, childcare or preschool settings. In 2012:

- 87 families were supported to implement targeted intervention programs and/or to successfully transition children to school

- 37 children received a speech pathology service

- 8 professional development activities were provided to 35 regional hearing services coordinators

- 12 early childhood settings received training about optimal acoustic environments and strategies to support young hard-of-hearing children

- 26 Soundfield systems were installed in preschool sites with staff inducted in their use.

Inclusive technology service

This service supports educators, families and service providers to implement communication and inclusive learning technologies. In 2012, 120 workshops were delivered at Special Education Resource Unit (SERU) and in sites with 2 178 attendees. Staff also support the identification and provision of communication and inclusive learning technologies for eligible children and students; 133 laptops and 145 inclusive technology items such as portable note takers, alternative keyboards, Braillers and iPads were loaned to students. High parent demand for advice about emerging technologies resulted in the development of a family consultation service; in 2012, 20 families accessed this service.

Transport assistance

This program supports parents/carers whose children attend a special facility. In 2012, 1 580 students were transported to and from schools across the state by taxi, access cab or bus, 800 families received car reimbursement and 101 students received a public transport grant to travel by public transport. Procedures and processes were reviewed during 2012 to ensure the safety and wellbeing of children and students. This work will continue in 2013 with materials being developed to support the safe, efficient administration of this program.

Specialised equipment

Access equipment is loaned to DECD preschools and schools to support the access of children and students with physical disabilities or personal care needs. In 2012, 877 items such as toilet chairs, change tables, hoists ramps and standing frames were loaned to DECD sites. In addition, 53 Soundfield (hearing assistance) systems were trialled in sites.

Support to support services staff

SERU manages the purchase, distribution and tracking of assessment tools and consumables for DECD psychologists and speech pathologists. In 2012, 19 497 assessment consumables, 230 psychology assessments and resources and 203 speech assessment and resources were forwarded to 300 educational psychologists and speech pathologists.

More than 2 000 guidance and speech resources and 59 'literacy toolboxes' are currently on loan to support services staff.

Accredited training

Capacity building for school services officers (SSOs) is critical to improving learning outcomes for students with learning difficulties and disabilities. In 2012, DECD's Special Education Unit staff provided advice regarding the syllabus content of the Certificate IV in Education Support as a nationally accredited learning pathway for school services officers.

As part of the commitment to building workforce capacity, the department provides opportunities for staff retraining and upskilling in targeted areas. During 2012, 18 staff were supported to complete subjects towards a Masters in Special Education (Deaf and Hard of Hearing Specialisation). Between 2006 and 2012, this program has enabled 20 staff to complete a Graduate Certificate and 12 to complete the Masters in Special Education.

Support for students with hearing impairments

The department provides a range of support programs for children and students with impaired hearing, including an early intervention service, specialist schools, acoustically treated spaces, regional support staff and additional funding support.

Children and students with significant hearing impairment who are unable to hear speech and 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 2012, $102 000 of additional support was provided to support the curriculum access for 67 children and students. The majority attended one of the six specialist Centres for Hearing Impaired with another 17 in mainstream settings. For further details see page 84.

Public education programs that span all stages of education (Birth-Year 12)
Teaching for effective learning

This South Australian framework is the State policy position on pedagogy and the way our State works with the Australian Curriculum. It is widely recognised that the quality of students' learning is directly influenced by teachers' pedagogy – the way in which they design learning to engage and stretch learners. Pedagogy has a 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 *Teaching for effective learning* (TfEL) framework places learners at the centre of teachers' thinking as they design quality learning experiences for improved achievement. The three key domains of the framework are to create safe conditions for rigorous learning, to develop expert learners, and to personalise and connect learning.

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.

Since 2011, 35 000 copies of the DVD and framework guide have been distributed to 750 sites including child care, kindergarten, primary schools, high schools and support units.

Of this number, 780 have been sent to interested international parties, 671 to teachers and leaders interstate and 290 to higher education groups. Both

the SA Catholic Education Office and the Association of Independent Schools of SA requested departmental support in introducing the TfEL in 2012.

A total of 10 375 copies of the complementary document, the SA TfEL *Review tools handbook* has now been distributed to 545 sites including child care, kindergarten, primary schools, high schools and support units.

A major research project referenced to the TfEL framework concluded its first phase in 2012. Funded by the Smarter School Communities Making a Difference National Partnership, it has rigorously examined the relationship between teachers' pedagogy, learner engagement and achievement and has created significant interest nationally and internationally.

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

In 2012, the TfEL team explicitly worked towards 'TfEL in every classroom' by conducting professional development across the State for teachers and leaders to develop understanding and classroom practices aligned to the TfEL framework.

A process called 'learning design' has been developed for SA teachers to bring together the principles of TfEL and the implementation of the Australian Curriculum. This process shows teachers how to consider the learning needs and interests of students in their classroom programs. The 'learning design' model is a significant step in progressing a whole of state approach to quality teaching and learning experiences for all students.

Literacy Secretariat

The Literacy Secretariat was established in 2009 for an anticipated three years, 2010-12, to bring about a more focused approach to literacy improvement for South Australian public education students.

Agreed reading standards have supported regions and sites to focus on how best to support every child to achieve. This has contributed to attaining State targets of increasing the proportion of students reading at an age-appropriate level and increasing the proportion of South Australian students who achieve above the national minimum standard and in higher proficiency bands of NAPLAN testing.

A review conducted in 2012 to determine the future needs and directions of the Literacy Secretariat unit recommended that the work of the Literacy Secretariat continues, that a comprehensive whole-of-DECD birth to Year 12 numeracy and literacy strategy be developed, and that there be an increased focus on improvement and accountability in schools and sites. To strengthen both literacy and numeracy as a priority for parents, families, educators, child development professionals and our whole South Australian community, a discussion paper, *Numeracy + Literacy: Improving foundational skills for learning and life* was developed and distributed for consultation with key stakeholders in October 2012. This will inform the development of the *Numeracy and literacy birth-Year 12 strategy* in 2013.

Early literacy learning strategy

This year the South Australian Government continued to maintain its commitment to, and investment in, children's early literacy learning and development through the establishment of the 2012-2014 *Early literacy learning* strategy. This strategy replaced the previous *Early years literacy and numeracy* program.

The revised initiative is informed by the current research that highlights the importance of young children's literacy acquisition that is inclusive of families, values a high standard of teaching and care and is the responsibility of all educators. It provides resources and funding to support children from birth to age eight in early childhood and the first years of school.

The strategy includes two key components:

1. Family literacy that focuses upon children from birth through to transition to school informed by the *Learning together* program, *Let's read* and other early childhood development initiatives. Emerging from this focus is the importance of children's oral language development, children being read to at an early age, the development of children's strong dispositions to learning, and the critical role that parents play in supporting their children.

2. *Early literacy learning: Talking and reading together* that focuses on three to eight-year-olds. This component was supported by the introduction of 264 reading support teachers in schools statewide. Working with teams of teachers, the reading support teacher facilitates team learning informed by appropriate early literacy assessments and quality early literacy practices.

Reading support teachers

Following initial statewide meetings in Term 1 these teachers continued their learning through regional and cluster meetings. Online professional learning communities were established through Centra and Moodle. Five reading support teachers presented at the Literacy and Numeracy Expo in August 2012.

The workshop presentations provided an insight into the role of the reading support teacher, their influence and the development of a whole-site approach to early literacy teaching and learning. Oral language, phonological awareness, use of assessment and data and the use of digital technologies were some of the early literacy elements addressed. Participant feedback rated these sessions very highly.

Families connected to the strategy in a range of ways including short articles and tips in school newsletters that highlighted how families can support children as they learn to read.

To strengthen the focus on shared understandings about reading acquisition and the implications for teaching and learning, further professional learning and networking will occur through State and regional clusters in 2013.

Running records

Running records is an assessment tool based on international benchmarks for identifying a child's reading abilities 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.

Teachers of Year 1 and 2 students were encouraged to enter *Running records* text levels data into EDSAS twice a year, with an optional collection at the end of Term 1 (April) and an expected collection at the end the Term 3 (September). See the table below.

Total *Running records* collected in Term 1 and Term 3, 2012

275 schools (61.2%) submitted a total of 14 564 records across Year 1 & 2 in April in the optional Term 1, 2012 data collection.

431 out of a possible 446 schools (96.60%) submitted a total of 23 293 records across Year 1 & 2 in the Term 3, 2012 data collection.

There was a significant increase in the number of schools entering data in the Term 1 (optional) collection.

The 2012 statewide Year 1 *Running records* data indicated the following improvement:

72.5% Year 1 children at or above age level

1.8% increase from 2011 and a 4.5% increase from the Year 1 baseline of 68% (2007)

36.9% Year 1 Aboriginal children at or above age level

5% increase from 2011 and a 6.9% increase Year 1 baseline of 30% (2007)

In addition to the *Running records* teacher training and facilitator training, additional professional learning was offered to support furthering the understanding and use of *Running records* through clusters of schools.

Sessions were also provided through:

- The *Keys to unlocking the future* project: these practical sessions were offered to educators of Aboriginal students with a focus on analysing and teaching with the information gained from using *Running records*

- *Observation survey* training: these sessions were provided to educators to learn more about the *Observation survey*. The *Observation survey* is a set of assessments including *Running records*, reading and writing words in isolation, letter identification and concepts about print.

Reading recovery

Reading recovery is a short-term, early literacy intervention, which provides an opportunity for children in Year 1 who have not yet established effective reading and writing processes to receive additional assistance. Children receive a series of daily, individual, 30-minute *Reading recovery* lessons from a specially trained teacher, in addition to the regular classroom reading and writing program. Data is collected for all children entering *Reading recovery.*

Reading recovery provided training for six specialist teachers and ongoing professional learning for seven previously trained DECD *Reading recovery* teachers and nine previously trained Association of Independent Schools of South Australia *Reading recovery* teachers. The training consisted of attendance at three full-day workshops at the beginning of the year, followed by a further 18 half-day in-service sessions throughout the year at fortnightly intervals. Teachers also worked daily on an individual basis with a minimum of four Year 1 children.

After their initial training, teachers continue to implement *Reading recovery* in their schools and attend a minimum of six half-day in-service sessions each year for ongoing professional learning. All teachers teach for their peers behind a one-way viewing mirror and participate in visits with their colleagues and the *Reading recovery* tutor.

In 2013 provision will be made for ongoing professional learning for previously trained *Reading recovery* teachers during 2013. The 2012 data and written report will be produced to document student outcomes for 2012.

In 2013 the *Early literacy learning* strategy will continue to support early childhood and schools, .and will be aligned with the DECD *Numeracy and literacy birth-Year 12* strategy.

Premier's Reading Challenge

In its ninth year, the Premier's Reading Challenge has achieved outstanding success during 2012 – the National Year of Reading.

The Premier's Reading Challenge is a literacy engagement program that challenges South Australian students from Reception to Year 12 to read 12 books of an appropriate level by September each year and involves students from all education sectors and home education and/or individual students. A range of certificates and medals that recognise each year's completion is awarded to students. Many schools incorporate the Challenge into their whole-of-school approach to literacy.

Last year (2012) was the most successful year for the Challenge so far, with 124 244 students from 718 schools completing the Challenge, which is more than 96% of schools with students from the Reception to Year 9 range. There were 84 563 government school students who completed the Challenge in 2012, which is a 3.9% increase from 2011.

Male and female participation was very similar, with almost 50% of each gender represented in completion figures, showing that the Challenge is engaging boys in reading. More than 910 students from years 10 to 12 completed the Challenge, an increase of 9.6%, which indicates that senior secondary students are motivated to keep participating.

There were 3 616 Aboriginal students who completed the Challenge in 2012 – a 9.57% increase from 2011.

The Challenge had strong participation from 23 special schools and disability units in 2012. Students experienced success in completing the Challenge, which was an avenue for improving literacy outcomes for students with disabilities.

In 2012, a minimum of 1 506 824 books were read (including the extra challenge that the Premier made to read an extra book) and this means that officially, 4 339 532 books have been read in SA since the beginning of the Challenge in 2004.

In the results for the National Assessment Program Literacy and Numeracy (NAPLAN) in 2012 that were able to be matched against government school students, DECD students who completed the Challenge in years 3, 5, 7 and 9 attained higher reading scores than DECD students who did not participate in the Challenge (see Figure 1).

NAPLAN results for DECD students undertaking the Challenge demonstrated that in the primary years, the Challenge is attracting students from all ability levels, not just those who are in the upper bands for reading. However, in Year 9, students in higher proficiency bands were more likely to participate. Since 2009, NAPLAN results have consistently shown that students completing the Challenge in each of years 3, 5, 7 and 9 showed better rates of reading growth than DECD students who did not complete the Challenge.

Students competing in the Challenge had a larger percentage in the 'High Growth' category and lower percentages in the 'Low Growth' category across all year levels examined. While the Challenge is just one of many literacy activities that may be contributing to these results, the data clearly supports the evidence that consistent reading is one way for a student to improve their reading skills. The growth distributions for all year levels are represented Figure 2.

The challenge for the Challenge is to maintain the impetus following success during the National Year of Reading (2012), resulting in similar statistics.

Late in 2012 the Minister for Education and Child Development requested that a family engagement initiative be scoped, connected to the Premier's Reading Challenge, to encourage families to read to and with their babies and children. This has resulted in a cross-sector and cross-agency group of stakeholders forming a Families Read Advisory Committee to promote reading from birth in the State.

Reading scores in 2012 NAPLAN for students completing and not completing the Challenge
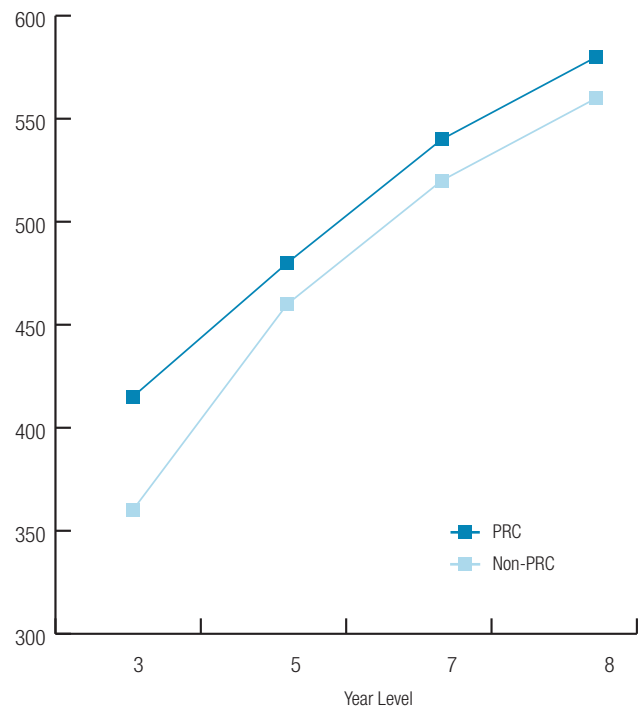
Reading growth of students completing the Challenge

Low growth   Medium growth   Upper growth
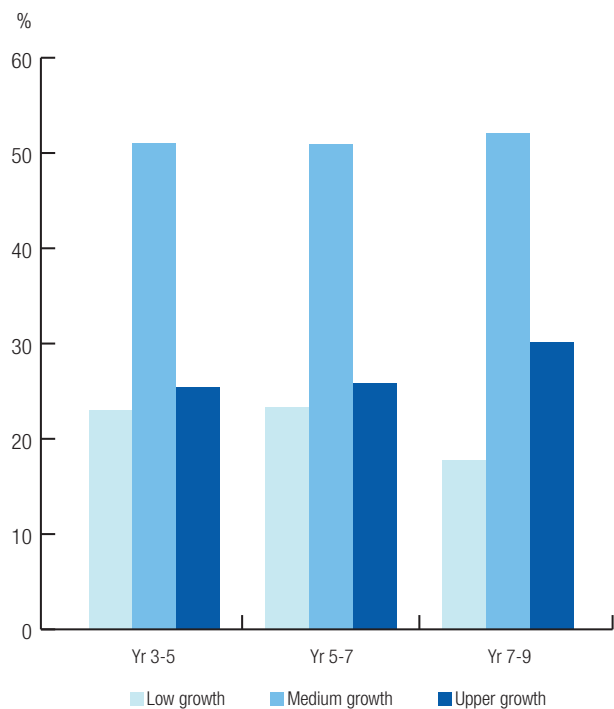
Reading growth of students not completing the Challenge

Low growth   Medium growth   Upper growth
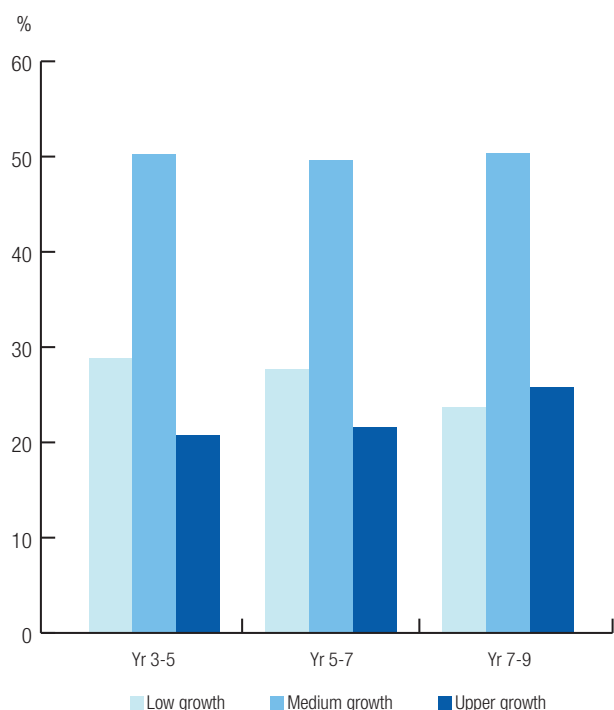
The South Australian Literacy and Numeracy Expo

Held during National Literacy and Numeracy Week, the cross-sector Birth-Year 12 Literacy and Numeracy Expo highlights a shared commitment to celebrating the achievements of children and young people and the work of teachers, parents and members of the community who support young people to develop stronger literacy and numeracy skills.

Now in its fourteenth year, the two-day expo is the result of a very successful collaboration between the department, Catholic Education SA and the Association of Independent Schools of South Australia. In 2012 the SACE Board was welcomed as a new collaborative partner.

The Literacy and Numeracy Expo, with its focus on high quality teacher practice, made 59 workshops and four keynote sessions available to approximately 370 attendees. Workshop leaders were nominated for their engagement in sustained learning and reflective practice at their site or in their region. Teachers and coaches representing DECD led a total of 31 workshops.

An early years and a secondary years forum were both very successful additions to this year's program. The expo program also included the launch of 2012 Literacy Secretariat resources and the release of the adolescent literacy and numeracy reports.

Birth to 12 Literacy Leaders' Network

Through the network, site-based literacy leaders access a regular program of events, online resources and a networking facility intended to provide an integrated, strategic and focused approach to literacy professional learning and application to practice. Network days include addresses from nationally recognised keynote speakers and a range of practical workshops.

In 2012 the B-12 Literacy Leaders' Network was in its third year, with the number of participants increasing by 25% in 2012 to 1 020, up from 801 site-based members in 2011. The program comprised six full-day face-to-face sessions and a five-day online conference with 910 attendees in the seven activities.

Literacy professional learning and resources

A range of resources to support quality literacy teaching were developed during 2012 to further consolidate those developed through 2010 and 2011. These were made available on the Literacy Secretariat website and provided to all participants via USB at the Literacy and Numeracy Expo.

Significant resources included development of a spelling book: *Spelling: From beginnings towards proficiency, Language and literacy levels across the Australian Curriculum: EALD students* and a *Reading: from beginnings to proficiency* book, to be published early in 2013. To support greater consistency in use of assessments in sites, the *Core assessments for literacy improvement* resource paper was distributed to all sites to facilitate statewide coherence and consistency and support schools to effectively use assessment and data to inform teaching and learning of literacy.

Programs and resources supporting literacy in the *Early years learning* framework are included within the *Early literacy learning* strategy.

A focus for 2012 was support for implementation of the Australian Curriculum, with workshops and resources developed and provided online via Centra, in regions and clusters of sites, focussing on literacy in English and literacy as a general capability in the learning areas.

A known key driver for literacy improvement is not only building teacher's knowledge of literacy content and teaching, but also to increase the degree to which teachers have open conversations with peers about literary instruction. The *Literacy for learning* course, a six-module sustained professional learning course application delivered by a site-based facilitators is designed to do this, with frequent peer discussion and opportunities for classroom application.

Since April 2012, 240 site-based facilitators were trained to deliver at 98 primary and secondary schools, and 50 secondary principals have undertaken a one-day overview. The strong alignment to the Australian Curriculum literacy capability and the key messages around core literacy learning for all teachers from years 3 to 12 has supported this high level of engagement and will be a significant contributor to coherence in literacy teaching in government schools.

For 2012, sustained professional learning opportunities were also available in *Tactical teaching: Reading*, with 181 facilitators delivering professional learning for more than 813 teachers in 31 schools with secondary enrolments, How language works, with 12 site-based courses delivered for 170 teachers from 22 schools and *Teaching ESL students in mainstream classrooms*, with five site-based courses delivered for 75 teachers from five schools.

SA *Accelerated literacy* continued in 2012 with 42 schools contributing to participate in a program of sustained professional learning and intensive site-based support from specialist consultants. A focus on ensuring fidelity in implementation has strengthened the program and led to some schools being asked to review their participation if results were not warranted.

A strong focus in 2012 was continued work on systematic and intentional teaching, and on how *Accelerated literacy* pedagogy supports the Australian Curriculum. Curriculum leaders attended to texts and language features in history and science using the ACARA literacy capability. Work with principals examined the importance of relentless attention to maintaining rigour, and embedding *Accelerated literacy* in whole-site literacy improvement plans.

TORCH (Test of Reading Comprehension) analysis by ACER showed the 2012 *Accelerated literacy* students performing below average, as anticipated for low-SES students, but with greater growth than the national cohort in years 4, 5, 7, and 9. As in 2010, the Year 9 median was higher than national cohort. Growth was particularly encouraging for Aboriginal students in years 4, 5, and 7 showing greater improvement than non-Aboriginal students.

Support for new arrivals with minimal English

In 2012 three new primary Intensive English Language Centres (IELCs) were established at Darlington, Elizabeth Downs and Hampstead primary schools. A new policy to maximise access and reduce transport provision in 2012 resulted in locating the IELCs closer to where there is a critical mass of students.

The *Intensive English language* program (IELP) progress report was re-written to align with the *Language and literacy levels across the Australian Curriculum: EALD students*. Students exiting from an IELC were assigned an ESL scale, and in 2013 will be assessed using *Language and literacy levels.*

The *Primary IELP student maths report* was reviewed to align with the Australian Curriculum. The new IELP/NAP maths and numeracy student report was completed ready for trial in both primary intensive English language centres and secondary *New arrivals* programs.

Support for English as an additional language or dialect (EALD) students

From 2013, English as a second language (ESL) will be referred to as English as an additional language or dialect (EALD).

In 2012 the ESL program provided an effective pathway for students from culturally and linguistically diverse backgrounds who are learning ESL in 360 government mainstream schools. There were 21 817 ESL enrolments in mainstream government schools 14 512 in primary and 7 305 in secondary (figures are full-time equivalent).

A major activity within the ESL program was the writing of the *Language and literacy levels across the Australian Curriculum: EALD students.* This was a collaborative process that involved eight ESL regional consultants. The *Language and literacy levels* reflect the language and literacy that students need to compose texts in the Australian Curriculum across all learning areas at their year level and will be used as an assessment, monitoring and reporting tool.

Eight papers to support teachers engaging in and exploring genre were updated in 2012 to reflect the areas of knowledge of the literacy continuum of the Australian Curriculum.

Literacy Leaders' Day in November, with a focus on language and literacy and EALD students, was attended by 185 leaders and teachers. Feedback was outstanding.

In 2012 bilingual school services officers (BSSOs) provided service to schools and intensive English language centres with 8 250 hours of support in a wide range of languages. There were three professional development sessions provided by the ESL program for the BSSOS in 2012.

The ESL program also administered the budget for interpreting and translating services provided to schools in 2012. Schools followed an approvals process ensuring greater accountability including reduction in duplication of translations such as departmental policies and forms.

Community liaison support

The community liaison officers (CLOs) who represent Middle Eastern, African, Asian, Balkan, Slavic and Spanish speaking communities worked with many schools in 2012 to develop understandings about students' cultural backgrounds and provide information about the Australian education system and curriculum policies to parents and caregivers.

A presentation by the CLOs in the Gallery at the DECD building in October raised awareness across DECD of their role with students and families. This presentation was repeated at lunchtime at Literacy Leaders' Day with attendees from many mainstream schools.

Teaching humanities and social sciences in schools

The Australian Curriculum contains the learning area named humanities and social sciences, which includes the subjects of history, geography, civics and citizenship and economics and business. Of these subjects only history has been so far developed, with the expectation that it be taught in each year of schooling from Foundation (Reception) to Year 10.

The other subjects are described as 'an entitlement that students will have the opportunity to learn' – geography from Foundation to Year 8, civics and citizenship from Year 3 to Year 8, and economics and business from Year 5 to Year 8. These subjects will be developed through to Year 10 and schools may choose to offer them to students. Many schools are exploring models of integrating and combining the learning in the humanities and social sciences field.

The department's involvement in humanities and social sciences projects include the following:

- The Premier's ANZAC Spirit Prize, which links directly to the Australian Curriculum: History and involves students from years 9 and 10 in schools from all sectors conducting research into a WW1 South Australian serviceman or woman. This is coordinated by DECD and successful students are then escorted on a study tour of the battlefields of France and Belgium by representatives of the Department of the Premier and Cabinet and the RSL

- Providing advice of online assessment items for the National Assessment Program for Civics and Citizenship, which will be conducted with students in years 6 and 10 in 2013

- Supporting the work of the Constitution Education Fund Australia to develop a national online student video exchange, Yaba, specifically relating to civics and citizenship topics

- A teacher forum conducted by departmental staff involving the law courts and Parliament, targeted at raising the awareness among middle years teachers of South Australian civics and citizenship resources.

Science, technology, engineering and mathematics (STEM) strategy

STEM education is a priority for DECD and is aligned to South Australia's Strategic Plan (SASP) target 88: *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*. Our work in this area is part of a whole-of-government STEM *Skills* strategy.

In May 2012 DECD convened a STEM leaders' forum to gather feedback about current initiatives and future directions for STEM education in government schools. The forum was attended by 50 participants and it confirmed that:

- it is necessary to further raise awareness of STEM in schools

- guidance needs to be provided about leading a STEM-focused community

- coordination of STEM initiatives is required

- there should be a support for STEM teachers through curriculum and pedagogy resources and professional learning.

During 2012 classroom teachers and representatives of professional associations provided feedback on the implementation of the Australian Curriculum: Science and Mathematics.

The department also formed strategic partnerships with a range of external stakeholders to implement strategies that support the STEM SASP target. These include:

- the Royal Institution of Australia (RiAus) supporting science and mathematics education through the RiAus *Outreach careers* program and providing support for 10 students and two teachers to travel to London in December 2012 to attend the Royal Institution of Great Britain Christmas Lectures

- the University of Adelaide to implement a *Digital geology/ geography education and resources* project from 2012-2014 for more than 1 500 students and 30 teachers

- Flinders University enabling 120 teachers to access professional learning to facilitate the SACE research project in STEM-related areas through the *Australian space research* program conducted by the Flinders Centre for Science Education in the 21st Century

- the Australian Academy of Technological Sciences and Engineering and the University of South Australia enabling 14 schools to participate in the *Science and technology education leveraging relevance* program

- the Australian Academy of Science enabling departmental representation on academy programs such as *Primary connections* and *Science by doing*

- The CSIRO enabling the participation of government schools in the CSIRO education programs.

During 2013 and beyond it is our priority to build and improve the coordination of STEM programs and initiatives in government schools. Much of this effort is directed towards the implementation of the Australian Curriculum in science and mathematics and the *National professional standards for teachers* as well as the *Teaching for effective learning* framework as a guide to classroom pedagogy. A number of vocational education and training programs are also contributing to the improvement of STEM outcomes in our schools. These include *Industry skills* pathways, *Advanced technology* program and the Maritime High School.

Arts initiatives in government schools

Teaching of 'the arts' from Reception to Year 12 in government schools is currently driven by the SACSA framework, the SACE and the *National education and the arts statement* (2007). The latter is underpinned by three principles: high quality arts education at every phase of learning for all children, partnerships with the community, and schools connecting with the arts and cultural sector.

The Australian Curriculum, Reporting and Assessment Authority (ACARA) released the Australian Curriculum: The arts (draft) for consultation during 2012. DECD coordinated a statewide response through advisory groups.

The department has an ongoing partnership with the Come Out Festival, originating and held biennially since 1974. It involves some 100 000 children in schools and preschools and hundreds of teachers across South Australia participating in quality arts events and connecting with their community. Preparations for the Come Out Festival in 2013 occurred throughout 2012.

The Australian Government initiative *Creative education partnership: Artists in residence* (CEP:AIR) program began in 2009, forming a partnership between the Australia Council, Arts SA and DECD. This pilot program concluded in 2012, and a second submission is underway for further funding.

During 2012, teaching and learning of the arts in schools was supported in a number of ways including the following:

- A teaching and learning resource to support the Come Out Festival and the Australian Curriculum: The arts was prepared for publication in early 2013. It provides activities designed to support teachers to think about a learning design approach to the arts and will have currency beyond the period of the festival

- 1 336 teachers from more than 740 preschools and schools have maintained their registration to receive and promote information about the festival

- Secondary students were commissioned to write a new song, mentored by a professional singer/songwriter, which will be performed by a mass choir during the festival with support from the Public Primary Schools Music Festival

- Workshops for more than 400 students in a range of arts forms were conducted through the *ARTSsmart* program using the skills of professional artists

- Four schools and 230 students worked with a total of 20 artists through the CEP: AIR program

- One primary and secondary teacher each received an award for their outstanding contribution to teaching in the arts through the Ministers' Education and Arts Awards.

The major activities planned for 2013 include the following:

- The review of further drafts of the Australian Curriculum: The arts including validation of achievement standards

- Assisting in the development of good practice models for effective arts curriculum implementation

- Analysis and reporting of DECD participation in the 2013 Come Out Festival

- Renewal of the CEP:AIR program

- Professional learning workshops for teachers that support statewide projects of the Come Out Festival 2013.

Languages education across all school years

The national drivers for languages education are the *Australian Curriculum: Languages and the National Indigenous languages* policy (2009).

During 2012 the department invested significant input into the development of the draft ACARA Australian Curriculum: Languages, Chinese and Italian and ACARA *Framework for Aboriginal and Torres Strait Islander languages*. Staff were also involved in the development of national digital materials in Chinese and Japanese R-10 available to teachers nationally. During the year, 22 DECD teachers were awarded an Endeavour Language Teacher Fellowship in-country scholarship across eight language programs.

State-wide initiatives: activities and outcomes included the following:

- Implementation of 47 Aboriginal languages programs across 44 government schools to over 4 000 students

- Addition of two new partnerships under the Aboriginal Community Language and Culture Partnerships (ACLCP) initiative, making a total of seven Aboriginal language communities supported to take an active role in leading the revival and delivery of Aboriginal languages

- An additional 10 government schools supported to deliver whole-school languages programs using the multilingual literacy approach, making a total of 29 government primary schools successfully using this approach to improve outcomes in literacy

- 16 'languages key teachers' supported 200 teachers to improve their engagement with digital technologies in languages programs

- 15 FTE Tier 2 salaries were distributed across 65 primary schools to support 96 programs in 33 languages for 3 993 culturally and linguistically diverse (CaLD) students

- Introduction of languages in five additional schools to 409 students through the Open Access College as part of the *Learning languages together* initiative

- Support for three non-languages teachers and five undergraduate languages students to undertake post-graduate languages education courses through the Multicultural Education Committee Smolicz Awards

- Mentoring of a young Aboriginal project officer employed to support the delivery of four Narungga language retraining programs and the annual *Aboriginal languages* programs initiatives .

The department also took part in several intergovernmental partnerships during 2012. Outcomes were:

- the renewal of the French and German memoranda of understanding for a further four years resulting in intergovernmental support for 115 DECD programs for 22 309 students

- the establishment of two DECD Confucius classrooms in one R-12 site and one secondary school

- the establishment of an Italian language Limestone Coast cluster (five schools) for the delivery of extensive professional learning courses for teachers of Italian in this region and support of student-led community activities to raise the profile of language education in the Limestone Coast community

- the appointment of five Greek language assistants working across nine DECD sites

- the introduction of Spanish language programs in seven schools formerly without a languages program in country and remote South Australia.

Cultural diversity

Aboriginal cultural education

The *Aboriginal cultural studies curriculum resource* was completed at the end of 2012. The resource aims to help South Australian young people to develop a greater understanding of the historical and contemporary contributions, the stories, history and culture of South Australia's Aboriginal peoples. This resource contributes to achieving 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 resource has been aligned to the Australian Curriculum cross-curriculum priority: Aboriginal and Torres Strait Islander histories and cultures, making it a viable national resource for teachers Australia-wide. The resource was submitted to Education Services Australia for publication to the national digital repository.

Now that the resource has been completed, DECD will focus from 2013 on strategies for engaging Aboriginal people in the delivery of the curriculum in schools.

During 2012 the Aboriginal cultural studies team developed an online collaborative space for teachers, conducted workshops and professional development sessions in sites across the State.

Reception-12 Asia

This program addresses the following national imperatives:

- *Melbourne declaration on educational goals for young Australians,* (Ministerial Council on Employment, Education, Training and Youth Affairs, 2008), which states that "India, China and other Asian nations are growing and their influence on the world is increasing. Australians need to become 'Asia literate', engaging and building strong relationships with Asia."

- Australian Curriculum

- *Asia and Australia's engagement with Asia* is identified as a priority across the curriculum and at all levels of schooling. This requires young Australians to gain knowledge, skills and understandings of the histories, geographies, literatures, arts, cultures and languages of the diverse countries

- *National statement on Asia literacy in Australian schools 2011-2012*, which has its key areas for action as the Australian Curriculum, Asia-literate school leaders and teachers, classroom resources, Asia language education programs and increased student, parent and community demand for Asia literacy.

During 2012, schools were supported to increase Asia engagement through:

- the *Including studies of Asia* in curriculum four-day professional learning course, delivered in partnership with Flinders University for 31 school leaders and teachers with a focus on Australian Curriculum and the TfEL framework

- supporting nine Asia-literacy schools networks comprising over 60 schools to facilitate teacher professional learning for the inclusion of Asia in the Australian Curriculum

- delivering of the 10th UNESCO Australia-Korea English camp for global understandings for 12 government school and 75 Korean teachers of English.

Sustainability in public schools

Sustainability is a cross-curriculum priority in the Australian Curriculum and the department is also committed to sustainability through South Australia's Strategic Plan.

In 2012, we continued the strong partnership with the Department for Environment, Water and Natural Resources and Natural Resources Management (NRM) boards. The NRM education program provides on-ground support for sustainability initiatives through the Australian Sustainable Schools Initiative – South Australia (AuSSI-SA).

There are 220 AuSSI-SA schools in South Australia improving sustainability at their sites.

In addition, more than 50 government schools have Youth Environment Council (YEC) members who take action to promote sustainable lifestyles in their schools and communities. The YEC met with the Minister for Education and Child Development in 2012 to discuss environmental issues that are important to young people.

DECD developed the Education for Sustainability (EfS) online collaborative space for teachers to work together and share resources about the Australian Curriculum and sustainability. In the coming years we anticipate that the EfS will support the growth of a professional learning community, promoting and enhancing sustainability education in South Australia.

Health, physical activity and wellbeing curriculum

The health, physical activity and wellbeing curriculum supports school leaders, teachers and parents to understand the interconnectedness of students' health, wellbeing and improved learning outcomes. Research into the importance of healthy eating and physical activity for improving cognition, memory, concentration and behaviour provides the evidence base for this work. The area encompasses:

- the health and physical education (H&PE) learning area
- Premier's *be active* Challenge
- *eat well be active* – primary schools project
- healthy food in schools and preschools *(Right bite)*
- *Stephanie Alexander kitchen garden* program and school gardens
- road safety education
- child protection curriculum
- sexual health education.

Health and physical education

During 2012, the department coordinated a South Australian forum on the health and physical education Australian Curriculum including the ACARA project officer and Catholic and Independent sector representatives. We also coordinated the DECD response to Australian Curriculum health and physical education scoping paper including advisory group input and a student forum with student representatives from six high schools (metropolitan and regional).

Healthy food in schools and preschools – Right Bite

During 2012, the *Right bite* policy was evaluated (in collaboration with Flinders University). The program has demonstrated a growing and positive statewide change in the attitudes and behaviours of South Australian school communities towards healthy eating.

Right bite newsletters continued to be distributed to schools along with a video and print collection of case studies of models of best practice. Five training workshops in collaboration with the South Australian School Canteen Network were held for schools. In collaboration with SA Health a revised *Healthy eating curriculum kit* for primary schools was developed and distributed. The *Right bite* website was updated to provide up-to-date information to teachers, canteen managers, parents and industry groups.

During 2013 we expect to continue collaborating with the South Australian School Canteen Network, including holding training workshops and developing further video case studies of successful canteens.

Road safety education

During 2012, we developed an assessment of school-based road safety education programs in collaboration with Department of Planning, Transport and Infrastructure (DPTI) and the Motor Accident Commission (MAC).

In 2013 we will distribute the report findings from the assessment road safety education programs.

Sexual health and human relationships

In 2012 we renewed the memorandum of operational agreement with Sexual Health information and Education Networking (SHine SA) to provide support to more than 85% of the State's government secondary schools with a sexual health education program.

Child protection curriculum

In collaboration with the Council for Education Associations South Australia (CEASA) training was provided to schools and preschools on the child protection curriculum in South Australia. There was a growth of 80% in the number of training sessions in 2012 compared with 2011. Additionally, the number of staff receiving training increased in 2012 by 24%.

During the year we also arranged for the external review of the *Keeping safe: Child protection curriculum* in light of contemporary issues, the *Early years learning* framework, Australian Curriculum and *Teaching for effective learning* framework. This resource will be updated in 2013.

Premier's be active Challenge

During 2012:

- 36 852 participants from 260 schools and 68 home schools completed the Challenge

- 81% of participating schools were DECD schools

- 11 635 new participants completed the Challenge in 2012

- 419 students with special needs completed the Challenge

- 20 high-profile ambassadors visited 31 schools across the State

- a total of $150 000 in grants was awarded to schools for the purchase of physical activity equipment, resources or professional services

- we managed the visit from US education consultant, Jean Blaydes, including coordination of 10 workshops to almost 600 educators and 280 students. Presentations were held at the DECD Innovations Expo and the Special Education Resource Unit (SERU) Expo and on Centra, becoming the largest Centra event ever hosted by DECD

- we also developed the Jean Blaydes action-based learning Facebook page for teachers to share practice.

In 2013 we hope to increase the number of schools and participants completing the Challenge, and launch a new social marketing campaign highlighting the links between physical activity and improved learning outcomes. We will also induct 15 new ambassadors (London Olympians and Paralympians).

eat well be active

During 2012:

- 206 schools enrolled in phases 1-5 of the *eat well be active* primary schools project eclipsing the target of 200 schools. Many of these have maintained project enrolment since 2009

- we collaborated with the Australian Council for Health, Physical Education and Recreation (ACHPER) and Bluearth to provide healthy eating and physical activity teacher and parent capacity building services to all 206 schools

- we developed an online forum for sharing of project resources/discussion forum.

Next year (2013) will be the fifth and final year of the project and the focus will be on sustaining momentum gained in schools after the cessation of the project. At this stage we understand that 37 new schools will commence the project in 2013.

Stephanie Alexander kitchen gardens and school gardens

During 2012:

- we conducted an audit of government school gardens, with 282 sites completing a survey. Of these 185 were primary or R-12 schools, 63 early childhood centres, 18 secondary schools, 14 area schools and two special schools

- 90.5% of respondents had a school garden and 4.9% were planning a garden

- we also assisted with the organisation of the royal visit to Kilkenny Primary School garden.

Overall health and wellbeing in schools and children's services

In 2012 DECD continued to work collaboratively 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.

Work in the area of health support planning has included staff training, policy and resource review and development and strengthening of interagency links with health professionals. Resources developed and/or reviewed in 2012 covered the subjects of anaphylaxis, heart health, diabetes and medication management.

The department 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 3 076 participants across at least 201 programs in 2012. First aid modules for individualised first aid such as anaphylaxis and intra-nasal midazolam and seizure management were delivered to approximately 719 participants through approximately 50 programs.

The department also included more health resources and information on the General Practice SA Health Provider registry accessed by GPs, specialists and allied health professionals. We initiated contact with relevant associations to strengthen links with general practitioners and increase their understanding of department health support planning guidelines and practice.

The implementation of the Education and Care Services National Regulations started at the beginning of 2012. We worked in collaboration with Red Cross Australia to provide an early childhood-focused Apply First Aid course that met the regulation requirements. This course was developed in late 2012 and has been delivered to more than 800 early childhood teaching and support staff. Current DECD policies and guidelines related to health support planning are being reviewed and aligned with the national standards prescribed in the regulations.

Informed in part by the South Australian *Thinkers in residence* program, the department continues to recognise the significance of wellbeing and positive psychology in relation to the overall development of children and young people.

Throughout 2012 DECD was a partner in the *Thinkers in residence* program featuring Dr Martin Seligman, a psychologist, educator, and author from the USA. This residency focused on exploring how positive psychology can contribute to resilience and wellbeing of young people and strengthen local communities to flourish.

Mt Barker High School was the government school selected as an educational setting to apply positive psychology concepts. In 2013, learning from the pilot program and Dr Seligman's residence will be used to further develop positive psychology and wellbeing in young people. One of our key priorities is to develop a rigorous and sustainable approach to measuring wellbeing.

Hospital Education Services (HES)

The Hospital Education Services (HES) provides education services and programs for preschool, junior primary, primary and secondary students who are patients at the Women's and Children's Hospital (WCH), Flinders Medical Centre (FMC), Lyell McEwin Hospital, and Port Augusta Hospital.

The HES also supports teachers who work within the CAMHS-managed Adolescent Services Enfield Campus and Behaviour Intervention Services Campbelltown to provide educational support to children and young people participating in programs delivered at these sites.

HES teachers use a range of responsive strategies and methodologies to ensure educational programs meet the needs of individual students. These include individualised

programs that result from liaison with the student's school to provide continuity of curriculum and facilitate transition back to school.

The HES arranges for the provision of tutors through the Childhood Cancer Association, supports the coordination of first aid training for all DECD staff, including Central Office staff when requested, and maintains the child health and education support services (chess) website. An education support service is provided by a HES teacher to the Child Development units at the Women's and Children's Hospital, Flinders Medical Centre and the Lyell McEwin Hospital.

During 2012, HES provided educational services to 1 689 children and young people, comprising:

• Women's and Children's Hospital	699
• Flinders Medical Centre	553
• Lyell McEwin Hospital	66
• Port Augusta Hospital	19
• Adolescent Services Enfield Campus	170
• Behaviour Intervention Services Campbelltown	81
• Preschool	101.

Child protection in schools and children's services

Schools and children's services staff play a very important child protection role by maintaining children's attendance and engagement with education and by recognising and taking action when children or their families need support.

The framework of these child protection responsibilities includes the:

• screening of adults who work or volunteer in DECD

• training programs adults must undertake before and during their work with DECD

• behaviour code adults must respect in their relationships with children and young people

• curriculum used in DECD to teach children about their rights to physical and emotional safety and their right to seek and receive help from adults

• availability of designated staff to support children and young people with safety or wellbeing concerns.

Below is a summary of the major 2012 child protection initiatives undertaken by the department.

Responding to abuse and neglect – education and care training

Every three years departmental staff members in sites receive an update training course on their child protection responsibilities. This training program is developed with the Catholic and Independent school sectors and Families SA. During 2012 the training was released for the first time as an online course. Since its release in March 2012, 37 150 DECD, Catholic and Independent schools staff and staff in children's services have completed the training.

The training focuses on screening responsibilities, acting when concerns are raised about inappropriate adult behaviour, the importance of full attendance, maintaining safe and respectful learning environments, child protection curriculum, responding to concerns about children's safety and wellbeing, responding to children's disclosures and procedures for collaboration and information sharing with other support services in particular Families SA.

An analysis will be undertaken of the feedback provided by 3 000 users of the online course during 2013 and this will help inform the development of the 2015 course.

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 staff to effectively respond to the needs of children and young people who have experienced abuse and trauma. Funding for the SMART program is made available from the *Keeping them safe* child protection training budget.

During 2012, 11 professional learning days were facilitated that focused on early childhood, the primary years, adolescents, Aboriginal students and SMART planning for school-based counsellors. Five schools with secondary enrolments and one primary school participated in SMART educational reform action research projects (SMART=ER).

In 2013 these six schools will be continuing to focus on inclusive, trauma-informed classroom practice and will be joined by a further four schools. Information will be shared with educators statewide through development of a PALnet professional learning community. This will be supported by Principals Australia through ongoing collaboration with MindMatters.

School-based counsellor induction

Children and young people have a right to the support of counsellors or designated staff in their education or care setting whose role includes advocacy for children and young people's safety and wellbeing. Induction and training for school-based counsellors recognises and supports the role of school counsellors in identifying and intervening with child protection matters. Induction and in-service professional learning for primary and secondary counsellors is funded through the *Keeping them safe* budget.

In 2012, four statewide days were facilitated for counsellors and wellbeing leaders, focusing on professional practice, 'Flourishing' (positive education, social diversity and inclusion), the educator as counselor, and SMART, trauma-informed planning. Child and Adolescent Mental Health Services (CAMHS) cross-sector secondary counsellor networks were established across all Adelaide regions in 2012 and in 2013 there are plans to expand these into country areas.

A statewide CAMHS professional conference day for primary school counsellors is in development for 2013. Induction and in-service professional learning in 2013 will focus on the role of primary and secondary counsellors in child protection and leading preventative and developmental programs focussed on the safety and wellbeing of children and young people.

Behaviour and bullying

The DECD *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.

During the year, principals and regional leaders were recognised for the work already achieved in implementing recommendations from the Cossey Review via a July 2012 circular. The circular affirmed that all DECD schools are required to:

- develop and implement an anti-bullying policy

- review the anti-bullying policy annually with the whole school community

- have a link on the school's website to the anti-bullying policy

- provide to governing council updates twice per year in relation to data and trends and anti-bullying related programs or initiatives in place

- provide data and trends on incidents of bullying within the school's annual report

- provide the school community with information about policies and proactive/intervention strategies

- include a requirement for parents/caregivers and/or students to annually acknowledge the school's behaviour code of conduct.

Throughout 2012, 20 information sessions were provided to school leaders and regional personnel, entitled Safer DECD schools. The sessions covered key topics such as attendance, requirements of the Cossey Report and recommendations from the review of suspension, exclusion and expulsion procedures, and key issues for managing behaviour learning in schools. The sessions also examined a whole-school approach for a safe and supportive school community through the lens of the *National safe schools* framework. More than 90% of site leaders attending the sessions found the content 'useful to very useful' in

supporting their safe school endeavours. There was an additional session for newly appointed leaders in January 2013.

Schools are provided with support to manage bullying incidents through 38 regionally-based behavior specialists and 138 recurrent salaries for 253 school counselors.

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.

The *Safer DECD schools* document was distributed to all schools to coincide with the National Day of Action Against Bullying, Harassment in March 2012. This resource supports schools to reduce bullying, harassment and violence by connecting current research with policy requirements and recommended actions for a safe and supportive school environment. Supporting resources are provided for educators via the DECD website.

Challenging homophobia in schools – A guide for school staff and *Supporting sexual diversity in schools: A guide* were reproduced with permission from the Victorian Department of Education and Early Childhood Development, with specific information provided for South Australian educators. The resource provide information and practical strategies on why and how to tackle homophobia. A total of 1 877 copies of each booklet were distributed to all DECD sites including two copies to primary schools and three to each school with secondary enrolments. Additional copies were provided on request to DECD sites and training partners such as SHine SA and MindMatters.

In March 2012 a training day for counsellors introduced the Victorian booklets and gave attention to *Flourishing: Social*

diversity as a strength in your school – countering prejudice, discrimination, harassment and bullying on grounds of perceived difference.

DECD policy advisors presented to 40 educators at the Special Education Expo on awareness of bullying and disabilities and supportive strategies to address bullying behaviours.

Following Education Minister Peter Garrett's National Forum on Bullying, held on 31 July 2012, an online tool kit is being developed with Education Services Australia to assist school communities to implement the *National safe schools* framework through a suite of evidence-based practices and resources. This is endorsed by the Safe, Supportive School Communities group. South Australia will provide advice and access to school personnel in developing the suite of resources.

A guide for schools (a response flowchart) in dealing with inappropriate comments on their social networking sites was provided to help in determining the most appropriate action to take, following an inappropriate public posting about a school. This guide adds to a range of resources, including the department's new social media policy and guidelines, made available on a new social media website released in 2012. DECD has advised principals, via a memo, of the steps to take when managing offensive social network postings that degrade the school's reputation or the wellbeing of staff members.

Cyber-safety: Keeping children safe in a connected world was updated and re-released in March 2012, emphasising school responsibilities towards child protection and protective practices for staff in managing professional and personal online presence. The updated document is available on the DECD website.

We also updated the *Making our sites safer – E-Crime* fact sheet. Following the advice of SAPOL, this document will now be known as *Crime with electronic evidence*. This document links with two further guidelines: Support for DECD

employees affected by online behaviour and *Procedures for responding to online incidents of inappropriate behaviour affecting students* to be released in 2013.

Better behaviour centres

During the 2010 the State Government made a commitment in education to building six new 'better behaviour centres'. Four of these centres were opened during 2011 and the remaining two opened in the second half of 2012.

The department now has operating four metropolitan and two country centres. The two country centres in Murray Bridge and Port Lincoln are for secondary students who display ongoing behaviours that are disruptive to the teaching and learning of others. They provide full-time intensive support. The aim of the centres is to return students to regular schools or support their transition to other education or employment opportunities.

The remaining four centres in the metropolitan area are for primary students who display disruptive classroom behaviours. The centres are located at Salisbury Downs, Woodville, Huntfield Heights and Elizabeth East, and provide an early intervention part-time program. Students receive intensive support in both literacy and numeracy and additional programs in areas such as social skills and anger management strategies.

This year more than 100 students and their families were supported with this new service.

School drug strategy

The *School drug* strategy has a focus on promoting partnerships between teachers, students, parents and community to help prevent and reduce drug-related harm.

Schools across the education sectors, including 16 DECD schools, joined in the Alcohol education initiative 2012 and developed and shared strategies for engaging students and their parents in conversations about the effects, risks and harms associated with alcohol use.

In a joint health and education initiative, South Australian Aboriginal Sports Training Academy (SASSTA) sites completed a SACE Stage 1 English unit: *Give up smokes for good*. Through their studies, students took smoking prevention messages to their communities, including local primary schools.

Teachers and leaders in public schools were also supported to take consistent approaches to drug incident management, and to provide evidence-based drug education programs that develop knowledge and social skills for resilience and healthy life choices from Reception to Year 12.

In 2013 the department's *Drug strategy* website will continue to be a leading resource, supporting effective approaches to school drug education.

Chapter 1
Strengthening early childhood development

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Strengthening early childhood development

At a glance

EARLY CHILDHOOD EDUCATION – UNIVERSAL ACCESS

There were 17 393 children enrolled in DECD-funded preschools in the year before full-time schooling, and a further 1 679 enrolments in childcare centres – in total 63% of the estimated four-year-old population for South Australia. (see page 28) There was an increase in 2012 of 43 locations across the State where DECD-funded preschool is now available. (see page 70)

CHILD AND FAMILY HEALTH SERVICES

More than 400 staff provided support to young children and families in more than 120 centres. The new *Strong start* program commenced and Child and Family Health Services staff from the *Universal contact* program conducted more than 18 000 visits, and some 1 500 families were supported at any one time in the *Family home visiting* program. In the two years to June 2012, 756 580 parent easy guides were distributed on request. (see pages 85-87)

READING IMPROVEMENTS IN YOUNG CHILDREN

According to *Running records* data, 72.5% of Year 1 children are reading at or above age level benchmarks, a 1.8% increase from 2011 and a 4.5% increase from the Year 1 baseline of 68% (2007). (see page 45)

NATIONAL SYMPOSIUM ON THE EARLY YEARS

Held in September 2012, *Early childhood development: An emerging profession* attracted more than 200 practitioners, educators, researchers and policy makers who discussed *Investing in the early years*, a strategy that provides the vision for a valued an appropriately skilled early childhood workforce. (see page 65)

DECD LEADS 'EVERY CHANCE FOR EVERY CHILD' STRATEGIC PRIORITY

During 2012, DECD undertook a comprehensive communication and community engagement strategy to support the government's strategic priority and proposed child development legislation, including releasing a policy discussion paper, online forums and public consultation involving young people and other stakeholders. (see page 67)

AUSTRALIAN EARLY DEVELOPMENT INDEX (AEDI) RESULTS

Reception teachers completed the checklist for South Australian children in their first year of school during 2012. Overall, the national school participation rate was 96%, with 100% of SA government schools taking part. (see page 69)

CHILDREN'S CENTRES' GROWTH

There are now 25 children's centres for early childhood development and parenting helping families across South Australia. A further nine centres are at various stages of development, which will bring the total to 34. (see page 72)

LEARNING TOGETHER

As at December 2012, there were 909 families with 1 175 children participating in seven base *Learning together* programs across the State – about 8% of those children were Aboriginal. (see page 76)

'SAME FIRST DAY' PREPARATION FOR 2013

Preschools prepared families during 2012 for the introduction of the 'same first day' policy, where children will commence preschool at the beginning of the year in which they turn four. (see page 78)

PRESCHOOL BILINGUAL AND DISABILITY SERVICES

Some 1 200 children were supported each term during 2012 by an average of 115 bilingual early childhood education workers in 65 community languages across 200 preschools. (see page 81) The *Preschool support* program for children with a disability or additional needs assisted some 2 000 preschool children. (see page 83)

Strengthening early childhood development

Introduction – early years

The early years are vital for healthy brain development and have a lifelong impact on behaviour, learning and health outcomes for children and young people. Recognising this, the department is leading the SA Government's strategic priority, *Every chance for every child*. For more information see pages 8-9.

The department provides a range of services to support the early nurture, wellbeing, development, education and care of South Australia's children.

These services and programs are dynamic, reflecting the needs of the children and families in their local communities. They recognise that parents and carers have the primary role in their child's development, while working in partnership with them to achieve the best outcomes possible for their child.

Families can expect high quality responsive services that they can access in a variety of ways, from direct provision for children and families at their home to early childhood education and care centres, schools and community-based venues.

The early childhood education and care sector continues to implement state and national reforms, with a goal of continuous improvement. For reporting on all national partnerships focusing on the early years, see pages 27-29.

This chapter presents an overview of 2012 achievements and complexity of services and programs that DECD provides to support improved lifelong outcomes for our children and young people.

National symposium – early childhood development workforce

The *National early childhood development* strategy, *Investing in the early years*, provides a vision for an early childhood workforce, including that by 2020 early childhood workers will be valued and appropriately skilled according to best practice in quality and interdisciplinary service delivery.

To support the development of an integrated early childhood development workforce in Australia, the department organised a national symposium on *Early childhood development: an emerging profession* on 24 and 25 September 2012. A structured online discussion process from 25 June for eight weeks supported the development of key themes and participant engagement in the lead up to the symposium, and an online national showcase of good practice.

More than 200 practitioners, educators, researchers and policy makers attended the symposium, from every state and territory in Australia. The speakers were from Canada, the United Kingdom and Australia with more than 25 different presentations. There were representatives from a broad range of sectors including the health, disability, family services, social work and school sectors as well as from the early childhood education and care sector.

A final report from the project will be completed by early 2013.

Engaging families in early childhood development

The *Engaging families in the early childhood development story* is a Standing Council on School Education and Early Childhood project led by the SA Department for Education and Child Development.

The project supports the reform priority under the COAG initiative, the *National early childhood development* strategy, by engaging parents and the community in understanding the importance of early childhood. It also aligns with the SA strategic priority area *Every chance for every child,* which aims to support and strengthen families and children to achieve their best, recognising the importance of the first five years of life in a child's future development, health and happiness.

The project aims to increase parents' and community awareness of key behaviours that parents and caregivers can adopt during the early years of a child's life to enhance brain development and overall future life chances of children. 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.

Stage 1 of the project identified 11 key child development statements from neuroscience evidence for parents, which were framed for a potential behaviour change campaign. In 2012 South Australia, in partnership with the Australian Research Alliance for Children and Youth (ARACY) and TNS Global Marketing, developed a strategic social marketing plan to inform a potential campaign. Based on extensive research with families, the plan provides direction on how to best communicate desired behaviors in a way that resonates with parents.

Work on an early childhood development toolkit for practitioners working with families commenced in 2012. The toolkit consolidates key principles and best practices for practitioners to work in partnership with families to improve outcomes for children. It provides the opportunity for practitioners from across disciplines to start from the same conceptual foundation and share a common language. This provides consistent messages about the early years regardless of what service, support or information parents access.

Early Childhood Development Working Group Secretariat

To enhance outcomes for children from birth to eight years the Early Childhood Development Working Group (ECDWG) provides advice to the education and early childhood Ministers, through senior officials from all jurisdictions, on issues of national significance in early childhood development.

During 2012 South Australia undertook the ECDWG Secretariat functions within DECD and was represented on ECDWG by the Head of Child Development. The deputy chief executive, representing the chief executive, chaired the ECDWG.

Also in 2012, ECDWG refreshed its terms of reference and governance structure. Three face-to-face ECDWG meetings were held in Melbourne, Adelaide and Darwin and seven teleconferences were held. During 2012 the following major milestones were achieved by the ECDWG:

- Evaluation of the National Quality Framework assessment and rating process, which determined that it was valid, reliable nationally and fit for purpose

- Finalisation of the development stage of the National Quality Framework IT system and beginning of the process to transfer its operation to ACECQA

- Completion of the second national progress report against the *National early childhood development* strategy

- Completion of the *National early years workforce* strategy and linked the workforce plans of states and territories

- Contribution to the *Aboriginal and Torres Strait Islander education action plan*

- Supporting national projects such as *Engaging families in the early childhood development story*.

State reform

Child development legislation

The South Australian Government's *Every chance for every child* strategic priority signals a renewed commitment by the State to children and their families, building on the Government's continued focus on the importance of the earliest years of life. The Government is also committed to bring legislation to Parliament to articulate and entrench the importance of children and families to the State.

During 2012, the department undertook a comprehensive communication and community engagement strategy to support the *Every chance for every child* initiative. This commenced with the launch on 16 July 2012 of a departmental policy discussion paper and an online forum on the government YourSAy website which sought the thoughts and ideas of the community on building a stronger, child-friendly South Australia and to generate lasting opportunities for every child.

DECD participated in the public consultations on the proposed child development legislation, following the release by the Minister of the *New child development legislation: Every chance for every child* legislation discussion paper on 27 August 2012. This invited the community to help shape new legislation to enhance new and strengthened relationships and underpin efforts to best support children, young people and their families. To allow stakeholders and the community the greatest opportunity to have input into this important work, approximately 7 000 copies of the discussion paper were distributed to schools, services, child development groups and community members, and many others downloaded the paper.

The public consultation involved more than 70 community forums and meetings across rural, regional, remote and metropolitan South Australia with written submissions to the public consultation on the discussion paper received until 30 November 2012.

The legislation discussion paper canvassed sector and community views about a range of proposals that would change the way all sectors in the community integrate policies, planning and support for children's development, including:

- enactment of enabling child development legislation with clear objects and principles, covering all children and young people from pre-birth to age 18 years

- establishment of a Child Development Council with responsibility for the development of a statewide outcomes framework for children and young people

- establishment of regional trusts for children and young people as major partners in the outcomes framework, to provide a focus within regional and local communities for improving outcomes for children and young people

- the promotion of a South Australian Foundation for Children and Young People to facilitate Government, business and individual contributions towards achieving the outcomes framework priorities, by providing resources to regional trusts for innovative projects

- setting out of an expectation in the legislation that child development outcomes are considered in all decision-making and policies that have the potential to impact on children as well as reinforcing existing duties to children.

In response to strong sector and community interest in engaging with the proposals, the Government extended consultations, with a view to developing an exposure draft Bill for targeted consultation and subsequent introduction into Parliament in 2013.

Education and Early Childhood Services Registration and Standards Board of SA

In 2006, the then Minister for Education and Children's Services in South Australia began a progressive education and early childhood development legislation reform agenda resulting in new legislation including the *Education and Early Childhood Services (Registration and Standards) Act 2011*.

For the inaugural annual report of the Education and Early Childhood Services Registration and Standards Board of South Australia, visit www.eecsrsb.sa.gov.au/publications/. See page 12 for further details.

Child-friendly South Australia

This initiative supports the SA Government's *Every chance for every child* strategic priority and is being led by DECD in consultation with the Department of the Premier and Cabinet. It expands on the UNICEF *Child-friendly cities* framework that has been adopted in many countries throughout the world.

Child Friendly South Australia involves working in partnership with community, not for profit and local government partners and advocates for children. There is a commitment by the Local Government Association to work in partnership with the department on developing child-friendly communities throughout the State.

During 2012 the department continued work to develop a network of individual 'child-friendly' communities and cities linking together to realise a statewide child-friendly vision. Children's voices and active participation are strong features.

In 2013 a strategic framework that suits the needs of South Australian communities and focusing on the needs of children from ages three to eight years will be developed. It will contain policy and practice guidelines and tools required for delivery.

This initiative will be strengthened by the proposed child development legislation, which also aims to embed children's valued citizenship within South Australian legislation.

Early childhood workforce strategy

In December 2009, the Council of Australian Governments (COAG) committed to introducing the National Quality Reform Agenda for Early Childhood Education and Care, to support the vision that all Australian children will have access to high quality education and care.

A skilled, passionate and professional workforce is critical to the success of this vision and the reforms have many implications for workforce development.

In September 2012 the Standing Council on School Education and Early Childhood (SCSEEC) released the *National early years workforce strategy 2012-2016*, which sets out a vision agreed by all governments in Australia to build and support the early childhood education and care profession both in the short term and into the future.

In this context, during 2012 the department contracted the SA Health & Community Services Skills Board Inc to develop a workforce development plan with and for the early childhood education and care sector in South Australia. It considered the workforce of the following services:

- Long day care
- Preschools
- Family day care
- Out of school hours care.

Working together to find suitable and innovative workforce development strategies and priorities for action was considered critical to securing sector engagement. Consultations and discussions on the directions for workforce development occurred from May to September 2012. A group of key stakeholders provided guidance and advice to the project.

The project took stock of the current ECEC workforce in South Australia and identified strategies to ensure the sector's workforce thrives and is able to innovate and provide high quality programs for all South Australian children and families. The resulting plan is called *Creating, keeping and nurturing an early childhood education and care workforce for South Australia 2013-2016*, and will be released in early 2013.

The document focuses on the ability of the early childhood education and care sector to meet the new workforce requirements under the National Quality Framework by 2016.

Australian Early Development Index (AEDI)

The AEDI is a population measure of young children's development based on five developmental areas: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge.

Since the AEDI results first became available in December 2009, governments (at all levels) and community organisations have been using the data to inform early childhood development policy and practice. The partnerships that have developed – right across education, health and community services – highlight AEDI's potential to help improve the wellbeing of young children in a way that we haven't been able to do before.

By providing common ground on which people can work together, the AEDI results are helping to build and strengthen communities to give children the best start in life. Together with other socio-demographic and community information, the AEDI results are a powerful tool for influencing planning and policy and action around early childhood development.

AEDI results are a part of a greater narrative of local and national events influencing child development. In May-July 2012, Reception teachers completed the AEDI checklist for children in their first year of school. Overall, the national school participation rate of 96% was achieved with 100% of SA government schools participating. Across the three school sectors in SA, 97.6% of schools provided data addressing 18 955 children in their first year of school. This is an improvement from the 2009-10 collection when 94% of all schools participated.

Results of the 2012 AEDI data collection will be publicly released during 2013. The data will provide a fresh opportunity for schools, communities and policy makers to look at the most recent data and work collaboratively to enhance early childhood outcomes for their local children and families.

A DVD of case studies representing a sample of outcomes of SA AEDI community grants (2010-2012) was produced and distributed to all participating schools acknowledging their significant contribution to the 2012 data collection process. More case studies are being developed to document and share the ways that communities have utilised their 2009-10 AEDI results toward improving outcomes for children. These will be available as a resource for communities across South Australia when considering and using their 2012 AEDI results.

Services for children

The department provides a range of services to support the wellbeing, development, education and care of children and young people in South Australia. This includes direct service provision for children and families at the home and early childhood education and care (ECEC) centres and schools, through to policy and strategic support to the wider ECEC sector, at the national, state and local level.

In recognition of the variety of ECEC, health and development needs of children and families in SA a range of service types and initiatives have been established to support improved outcomes for all South Australian children and families.

Data regarding the provision of services and children accessing them is captured by a variety of organisations including the Australian and State Governments and the Education and Early Childhood Services Registration and Standards Board of South Australia. The establishment of the Board on 1 January 2012 has seen the transfer of some data housing from DECD to the Board on services that are registered under the Education and Care Services National Law.

DECD is only able to provide accurate data on the services that it operates, funds and sponsors and is not able to validate data from outside agencies.

The following table demonstrates the growth and flexibility in service provision to meet the early childhood education and care needs of South Australia's children and families. There has been an increase of 43 locations across the State where DECD-funded preschool is now available, along with three new playcentres at Edithburgh, Stansbury and Marion Bay and two new children's centres at Adelaide and Hewett.

Early childhood education and care services

Operated, funded or sponsored by DECD in 2012

Service	2010	2011	2012
Preschools[1]	383	386	429
Children's centres[2]	12	23	25
Integrated centres[2]	22	23	20
Playcentres	30	29	32
Family day care	12	12	12
Rural care	13	14	13
Occasional care[3]	86	87	86
Learning Together @ Home[4]	15	12	12
Vacation care[5]	1	1	1

Not operated by DECD

Service	2010	2011	2012
Out of school hours care[6]	331	330	340
Vacation care	253	256	259
Child care centres[7]	335	337	Data no longer housed in DECD from 1-1-12

Notes:
1 The number of preschools includes centres staffed or funded by DECD-preschools, integrated centres, children's centres and child care centres .
2 Figures reported separately for integrated centres and children's centres.
3 Occasional care includes DECD-funded occasional care services
4 Early learning programs have been renamed Learning Together @ Home from 2008. The number of services has changed due to consolidations.
5 DECD-funded
6 Data for OSHC services is sourced from the Australian Government Department of Education Employment and Workplace Relations and reflects the number of CCB approved child places. OSHC services include Australian Government-approved before, after and vacation care services, including all outreach services. Vacation care services are also reported in this table as a separate service type but figures are included in the total OSHC services. Prior to 2012 state and Commonwealth funded vacation care figures were combined.
7 Data for SA childcare centres registered under the Education and Care Services National Law was housed by the Education and Early Childhood Services Registration and Standards Board SA from 2012.

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

The preschool enrolment figures are separated out below. This table identifies the breakdown of government-funded preschool provided at department services and non-government grant-funded services. The non-government services include Catholic education preschools, Lutheran preschools and other 'affiliates' that receive grant funding from DECD to provide a preschool service. Also included from 2012 are preschool enrolments in non-government schools, and non-government and TAFE child care centres that are participating in the Universal Access to preschool grant subsidy initiative. This table demonstrates the increased partnerships across government and non-government sectors that are increasing children's access to preschool in the year before they start school.

The following table *Children in early childhood education and care services* (over page) shows the department's success in increasing children's participation in early childhood education and care in 2012. Corresponding with the growth in the number of services, children's participation in early childhood education and care services has increased by 2 382 in preschool, 30 in rural playcentres, 162 in family day care and 162 in out of school hours care.

Preschool enrolments (age 3-5 years) 2008-2012

Number of enrolments [3,4,5]	2008	2009	2010	2011	2012
Government-provided preschool services[1]	16 852	16 534	17 277	17 751	17 890
Non-government grant funded services [2]	1 017	1 021	1 062	1 020	3 307
Total	17 869	17 555	18 339	18 771	21 197

Notes:
1. Government-provided preschool services includes all centres resourced and managed by DECD.
2. Non-government grant funded services include Catholic Education preschools, Lutheran preschools and other 'affiliates' that receive grant funding from DECD to provide a preschool service. Also included from 2012 are preschool enrolments in non-government schools, and non-government and TAFE child care centres that are participating in the Universal Access to preschool grant subsidy initiative. The Universal Access to preschool initiative is for children in their 'year before full time schooling' as part of the National Partnership for Early Childhood Education. It includes all preschool enrolments (aged 3-5 years) reported by these approved services regardless of whether or not all of the enrolments are entitled to the Universal Access grant subsidy.
3. 2012 is the first year that data has been reported from the Annual Census of Children's Services conducted in Term 3 each year. As noted above, this collection includes data collected from Universal Access to preschool grant-funded services.
4. For 2008-2011, the number of preschool enrolments are all children enrolled who were aged 3-5 years at the time of the Term 2 data collection in April or May of that year. For 2012, the number of preschool enrolments are all children enrolled who were aged 3-5 years old as at 1 July 2012. Preschool enrolments excludes children enrolled in pre-entry transition programs. Note that children enrolled in multiple services would be counted for each enrolment.
5. 2008-2010 data distribution has been revised and may differ from previous reports however the totals previously reported are the same.

Source: 2008-2011, DECD Preschool Staffing Data Collection, Term 2, 2012, DECD Annual Census of Children's Services, Term 3.

Children in early childhood education & care services

Operated, funded or sponsored by DECD in 2012

Service	2010	2011	2012
Preschool[3,4,5]			
Government provided preschool services[1]	17 277	17 751	17 890
Non-government grant funded services[2]	1 062	1 020	3 307
Children's centres[6]	1 305	2 225	2 447
Integrated centres[6]	2 603	2 726	2 030
Playcentres	225	389	419
Family day care	10 054	10 070	10232
Rural care	265	318	334
Occasional care[7]	2 165	2 662	2 490
Learning Together @ Home[8]	673	645	1300
Vacation care[9]	75	75	75
Not operated by DECD			
Out of school hours care[6]	22 310	38 774	Data not avail from DEWR
Vacation care	16 440	not avail	
Childcare centres[7]	30 570	not avail	Data no longer housed in DECD from 1-1-12

Notes:
1. Government-provided preschool services includes all centres resourced and managed by DECD.
2. Non-government grant-funded services include Catholic Education preschools, Lutheran preschools and other 'affiliates' that receive grant funding from DECD to provide a preschool service. Also included from 2012 are preschool enrolments in non-government schools, and non-government and TAFE childcare centres participating in the Universal Access to preschool grant subsidy initiative. The Universal Access to preschool initiative is for children in their 'year before full time schooling' as part of the National Partnership for Early Childhood Education. It includes all preschool enrolments (aged 3-5 years) reported by these approved services regardless of whether or not all of the enrolments are entitled to the Universal Access grant subsidy.
3. 2012 is the first year that data has been reported from the Annual Census of Children's Services conducted in Term 3 each year. As noted above, this collection includes data collected from Universal Access to preschool grant-funded services.
4. For 2008-2011, the number of preschool enrolments are all children enrolled who were aged 3-5 years at the time of the Term 2 data collection in April or May of that year. For 2012, the number of preschool enrolments are all children enrolled who were aged 3-5 years old as at 1 July 2012. Preschool enrolments excludes children enrolled in pre-entry transition programs. Note that children enrolled in multiple services would be counted for each enrolment.
5. 2008-2010 data distribution has been revised and may differ from previous reports however the totals previously reported are the same.
6 Figures reported separately for integrated centres and children's centres. Use of this data for comparative purposes will need to factor in a reduced return rate for completion of CENSUS data collection from 2011-2012. This has resulted in a reduction in the reportable number of children's attendances.
7 Occasional care includes DECD-funded occasional care services
8 Early learning programs have been renamed Learning Together @ Home from 2008. The number of services has changed due to consolidations. A revision in data reporting reflects a change in numbers from 2012 to more accurately reflect use of the service.
9 DECD-funded places
10 Data for OSHC services is sourced from the Australian Government DEEWR and reflects the number of CCB-approved child places. OSHC services include Australian Government approved before, after and vacation care services, including all outreach services. Vacation care services are also reported in this table as a separate service type but figures are included in the total OSHC services. Prior to 2012 state and Commonwealth-funded vacation care figures were combined.
11 Data for SA child care centres registered under the Education and Care Services National Law was housed by the Education and Early Childhood Services Registration and Standards Board SA from 2012.
Source: 2008-2011, DECD Preschool Staffing Data Collection, Term 2, 2012, DECD Annual Census of Children's Services, Term 3.

Children's centres for early childhood development and parenting

Since 2005, South Australia has been developing a network of children's centres for early childhood development and parenting for children from birth to age eight and their families.

Twenty-five children's centres are now helping families across South Australia. A further nine centres are at various stages of development, which will bring the total to 34.

These child and family-friendly centres bring together care, learning, family support, community development and health services at the one location and aspire to the following outcomes:

- Children have optimal health and development
- Parents provide strong foundations for their children's healthy development and wellbeing
- Communities are child and family friendly
- Aboriginal children are safe, healthy, culturally strong and confident.

Children's centres help to build parent and community capacity to provide more supportive environments for children and families. 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.

Community development coordinators work in partnership with other agencies to offer a range of programs and services including:

- playgroups for parents and carers
- parenting programs including child development, early literacy, song time, music and movement, baby massage, support groups and cooking
- community events such as family fun days, cultural events, celebrations and BBQs

- personal development to enhance literacy, career pathways, skill development, volunteering, TAFE and SACE studies.

Children's centres also provide the *Family services* program, a targeted service within a universal setting designed to support vulnerable families and strengthen and enhance family and community capacity in responding to children. By providing early intervention, the program assists in breaking the cycle of multigenerational disadvantage and reduces the likelihood of children entering the child protection system.

Children's health needs are supported through health promotion programs that promote dental health, nutrition, physical exercise and healthy lifestyles. In addition, eight full-time equivalent (FTE) allied health positions, including speech pathologists and occupational therapists, were employed in SA Health teams to build the capacity of staff and parents to improve children's developmental outcomes by providing prevention and early intervention services such as:

- centre staff support

- parenting programs and support

- children's group programs

- centre events and support of community development programs such as supported playgroups and involvement in the family contact program.

Over the six months to 30 June 2012, the allied health in children's centres program provided:

- support to more than 450 parents, 360 children's centres staff and 700 children

- 202 educational resources for parents

- 103 professional development sessions to children's centres staff.

Survey results show that 97% of parents reported being equipped to better support their child's development at home. With staff, 91% reported increased knowledge of strategies to incorporate into children's daily routines in order to improve children's developmental outcomes.

Antenatal services are gradually being established in children's centres. These services enable pregnant women to be seen by a community midwife in a community early childhood setting, thus providing the opportunity to access valuable parenting knowledge and support and to learn about what resources and services are available for children and families in the community.

The Lyell McEwin Hospital is providing antenatal services to Parafield Gardens, John Hartley and Kaurna Plains children's centres. Options to expand the provision of antenatal services to other regions are currently being explored.

Strong partnerships between government and non-government organisations are supporting children and parents to access programs they need in and through children's centres. One example is that research shows that children from disadvantaged backgrounds gain the greatest benefits from participation in high quality child care and that the minimum amount of time needed for positive changes to occur is two days per week. The cost of childcare, however, often means the children who would benefit the most from child care are the ones who miss out. In 2012, the Wyatt Benevolent Institution Inc continued to provide children's centres early childhood scholarships to eligible families to support the cost of childcare for a maximum of two days per week by paying the difference between the centre's full fee and the Australian Government's Child Care Benefit.

Children's literacy is also being improved through building staff capacity. In 2012, the Smith Family continued to deliver *Let's read* program training staff at children's centres. The program encourages parents with children birth to age five to support their child's literacy development. To date, the Smith Family has delivered training to 28 children's centres and worked closely with staff to support the implementation of the program. All remaining centres will undertake training in 2013.

Children's centres are launching, promoting and delivering *Let's read* to families in a variety of creative ways. Some of these include existing playgroups, school holiday activities,

collaborations with other centres and local libraries, during community events, settling up *Let's read* book corners and morning tea events.

Evaluation of children's centres

Researchers from the Fraser Mustard Centre and the Telethon Institute for Child Health Research (TICHR) have been engaged by the Department for Education and Child Development to evaluate the children's centres program from 2012 through to mid-2015.

The evaluation provides an opportunity to document the facilitators and barriers to the success of children's centres in their provision of integrated services and programs for children, families and communities, and also seeks to measure the effect on children, families, and communities.

During 2013, focus groups and interviews with parents, staff and partner agencies will occur and a report summarising findings will be prepared.

Family contact

The *Family contact* program at children's centres for early childhood development and parenting is assisting in breaking the cycle of multigenerational vulnerability and disadvantage. 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.

Rural care

The *Rural care* program supports access and participation for children in rural, remote and Aboriginal communities, providing opportunities for every child to quality, flexible early childhood education and care in an integrated setting. The program is a jointly funded partnership between the State and Australian Governments. The program was first established in South Australia in 2002 to provide childcare services for small rural communities.

The program offers a centre-based long-day care service for children 0-12 years of age 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 for 48 weeks per year.

These innovative diverse programs offer education and care where larger standalone long day care services would not be viable. These services are fully integrated with the DECD preschool, which offers leadership and an educationally based care curriculum supporting children's early development as the foundation for life-long learning and achievement.

The rural care service operates in conjunction with DECD 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.

The value of the rural care program to support smaller communities' changing need to access long day care was demonstrated in Keith this year. The success of the rural care service has resulted in Keith War Memorial Kindergarten extending the number of long day care places to 25 and becoming a rural integrated service. The long day care places in this service are supported and managed by the preschool governing council and is directly funded by the Australian Government. The local community was engaged and empowered by this process to develop a service that particularly met their local community needs and help balance work and family responsibilities.

Feasibility is being assessed of expanding the program in the Yorke and Mid North, Fleurieu, Kangaroo Island and Murray Mallee regions to meet the particular needs of identified communities and to promote social inclusion for all young South Australians.

Playcentres

Thirty-two playcentres across South Australia support children and their families in rural and remote locations of South Australia who may have limited access to early childhood services. Playcentres are led by playcentre leaders who provide a play-based program for a few hours per week.

In response to community consultation a new playcentre was established at Marion Bay in 2012. The centre has been highly valued and well supported by the families of southern Yorke Peninsula.

To further enhance the role of playcentres in this region, an early childhood teacher was employed from Warooka to provide a coordinating role. As a consequence, health, education and wellbeing services visit the region in a coordinated manner to support children and their families.

During 2012, playcentre leaders were provided the opportunity to establish professional links with *Learning together* staff through professional development activities. The benefits are strengthening the program and increasing staff knowledge around family literacy.

Playcentres continue to be highly valued by families and schools as a child's first contact with an early childhood service.

Occasional care

The occasional care program provides a short-term child care service for families in South Australia. These services are often the first link for families to early childhood education and care centres which may also provide community programs to support parenting and family health needs, contributing to progress on South Australia's Strategic Plan, in particular the vision: *Strong families help build communities*.

The occasional care program fills a gap in care options for families including access to adhoc or short-term care, care in communities where there are no other care options available or where local care services are full with families which invoke a higher priority under the Australian Government Child Care Benefit eligibility.

Providing access to occasional care services supports families with young children as they develop their parenting skills, supports children's early development as the foundation for life-long learning and achievement and renews the focus on social inclusion for all young South Australians.

This focus on social inclusion is reflected by the provision of occasional care in more than 40 small rural communities supporting the needs of families who do not have access to any other care options (long day care or family day care). Consistent enrolments and high attendance rates reflect that these communities strongly value their occasional care services.

During 2012, the program continued to operate from 12 children's centres for early childhood development and parenting delivering more than 200 hours of care, for up to 444 children a week. This commitment to the provision of care options in these targeted communities facilitates improved parenting, children's wellbeing and development outcomes.

During 2013 this commitment will be expanded to provide a care component in a further 10 children's centres.

Learning together

Learning together is an intergenerational program for families with children aged birth to three years of age. It aims to improve early learning for children through working with their families, and connecting with schools, preschools and other agencies.

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 that enhance their work with families. Collaborating agencies include the Women's and Children's Health Network, community health, hospitals, Families SA, Communities for Children and Centacare.

As at December 2012 there were 909 families with 1 175 children enrolled and participating. About 8% of children participating were Aboriginal. There are seven 'base' programs located at Newbery Park School in Millicent, Christie Downs School, Enfield Primary School, Para West Adult re-entry Campus, Fraser Park School in Murray Bridge, Airdale School in Port Pirie and Carlton School in Port Augusta. There are four outreach teachers operating in 14 schools in clusters in Murray Bridge/Tailem Bend, Whyalla, Elizabeth, and Enfield.

Some *Learning together* programs are funded as part of the Smarter Schools (Communities Making a Difference) National Partnership. For the past three years an extensive internal evaluation has been conducted. Findings of this evaluation include the following:

- Increases in the proportion of families involved in literacy-related activities with their children eg, a 74% increase in families borrowing books, 52% increase in families using libraries, 66% increase in children helping with shopping lists

- Parents having more realistic understandings of when to start reading and singing with their child, children's emotional development and children's cognitive reasoning

- Parents having increased understanding of the importance for learning of their involvement with their child in areas of reading, talking, playing and comforting their child

- Parents reporting increasing confidence in their interactions with their children's learning

- Parents having positive interactions with their child in playgroup, and missing fewer opportunities.

Changes in the overall quality of interactions between parents and children in playgroups have shown a significant improvement from the baseline date of 85% of verbal interactions being rated low – to only 12% in 2012, along with 77% rated medium and only 11% at low. In addition, responsiveness scales have shown considerable improvement from baseline data showing 58% of interactions rated as low, to only 2% in 2012, with 45% at high and 53% at medium.

A full evaluation report will be available in March 2013.

Learning together @ home

Learning together @ home is primarily a home-visiting program where fieldworkers connect with families through community groups. The program supports 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 2012, 1 300 children in 965 families who received services through *Learning together @ home*. Of these children, 37 were under Guardianship of the Minister and 90 were Aboriginal. There were 10 713 contacts with families – 88% of these were home visits and the balance were in group settings.

Out of school hours care

Through the provision of accessible, affordable quality care, out of school hours 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.

OSHC provides exciting learning activities in a supportive social environment where children can build their independence and social skills. Services offer a range of supervised experiences that encourage children to interact with friends, learn life skills, solve problems, practice social skills, try new things and feel happy, safe and relaxed.

More than 60% of OSHC services are operated by public school governing councils. OSHC is the fastest growing childcare service in South Australia. Maintaining quality and meeting service demand are issues for this growing sector.

OSHC forums – workforce development

DECD, together with Gowrie SA, facilitated eight forums across the State during May and June 2012. Forums were held in Mt Barker, Noarlunga Downs, Felixstow, Gawler, Penola, Renmark, Whyalla and the Education Development Centre, Hindmarsh.

The forums provided the sector with an understanding of the legislative requirements, the purpose of the *Quality improvement plan* and the link between this and the service philosophy, including adopting a meaningful and useful self-assessment process. Educators were able to network and share ideas about developing their own *Quality improvement plan*.

Participants included governing council members, principals, OSHC directors, educators and DECD regional staff. With 258 participants, a total of 128 OSHC services (38% of approved services in South Australia) were represented.

My Time Outside – Quality outdoor play environments

During May 2012, 46 OSHC educators participated in an inspiring workshop presented by Niki Buchan, the head of the internationally recognised Nature Kindergartens movement, based in Scotland. The workshop provided an opportunity to challenge educators' attitudes and values on outdoor play and review current policies and practices that place limitations on outdoor play experiences such as climbing trees or playing with sticks.

Out of School Hours Care Quality Improvement Group

Since 2011, the 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 various key associations, support agencies, the Australian Government, and non-government agencies.

During 2012 the OSHC Quality Improvement Group assisted with developing a set of frequently asked questions about the National Quality Framework, policy guidelines, a review of the Intervac program and developing consistent processes between stakeholders.

Preschool

Preschool provides young South Australians with the opportunity to experience a quality, planned educational program in the year before they start formal schooling. A preschool may be co-located with a range of other programs including childcare, early learning and health and parenting programs.

The preschool setting includes spaces and opportunities for 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 preschool is developed using the *Early years learning framework: Belonging, Being and Becoming* (EYLF). The development of children's wellbeing, communication and social skills have a very high priority.

Preschool programs build on the vision of the EYLF aiming 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 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.

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.

Last year (2012) was the first year of the National Quality Standard and a number of sites were assessed and rated for the first time. Preschools also prepared families for the introduction of 'same first day' in 2013, when children will commence preschool at the beginning of the year in which they turn four before May 1.

Integrated services

Integrated services have been established in smaller rural communities where community-based childcare centres are not 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 need.

Fifteen rural integrated services currently operate in smaller rural communities providing quality care for children from birth to school age with reduced transitions for children and families by having preschool and child care at the same location.

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 2012, there were 816 registered educators, caring for 10 232 registered children.

Improving early learning
Early years learning framework

The national *Early years learning* framework (EYLF) developed as part of the national early childhood reform agenda focuses on the learning and development of children from birth to age five and their transitions, especially from early childhood services to school. It is widely recognised that the quality of the early years of a child's life plays a large role in their social and educational successes later in life.

During 2012, the department continued to provide professional learning support to sites implementing the EYLF in the context of the National Quality Standard. A grant to preschools for targeted professional learning as part of the *Early learning literacy* strategy 2012-2014 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.

Support has built on existing pedagogy and practice through workshops, presentations, online resources and publications covering curriculum aspects such as planning for learning, assessment for learning, learning through play, cultural competence, and continuity of learning and transitions. In 2013 focus will continue on curriculum planning, assessment and improvement cycles, and continuity of learning in the context of department initiatives such as changes brought about by the new *Same first day* policy, and recommendations of SA Thinker in Residence, Carla Rinaldi.

Internal questionnaire responses show continued development of understanding and implementation of the EYLF and *Reflect, Respect, Relate* (RRR) in improving outcomes for children. The graphs (over page) show an increase in staff who are using the RRR resource more proficiently and a shift to increased confidence and proficiency in 2012 with the EYLF.

Respect Reflect Relate
Responses as a %
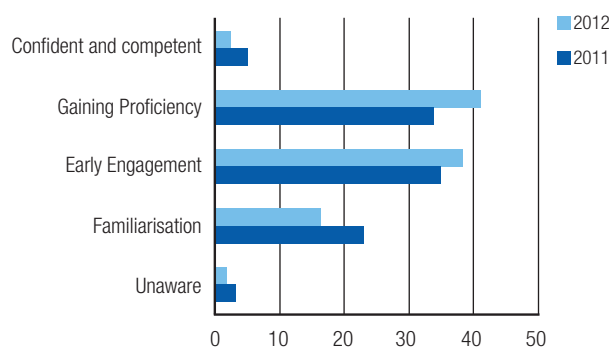
Early Learning Framework
Responses as a %
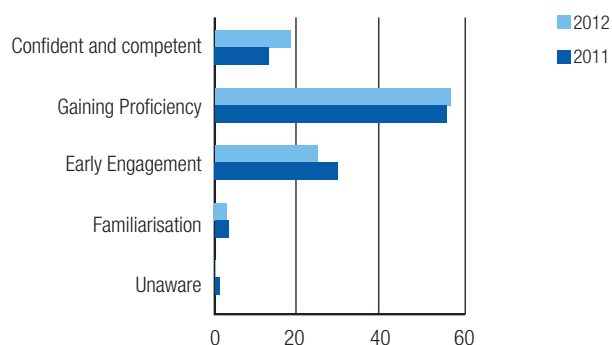
Creative natural outdoor early childhood environments

Rich outdoor learning environments support children in developing a sense of connection to the physical, natural and human world.

During 2012, DECD provided professional development and support for educators working in family day care, long day care, preschool and the first years of school with a focus on creating natural outdoor environments for children.

Workshops and regional conferences were offered across South Australia to approximately 400 early childhood educators and the Local Government Association of SA. The workshops supported educators to examine what a rich outdoor environment is and how children benefit from engaging with the outdoors.

An important component of the professional development has been facilitating participants to engage with the National Quality Standard and specifically Quality Area 3 that relates to the physical environment. This work was underpinned by the DECD *Vision and values statement for outdoor learning environments* (for more details visit www.earlyyears.sa.edu.au/pages/Resources/ early_childhood_outdoor/?reFlag=1) and the content was enriched by Scotland's 'forest school' concept.

Resource kits including books, videos and other resources supported educators' development and use of outdoor spaces at their centres, improving children's early learning and development experiences.

Programs for children with additional needs

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.

Respite care

DECD's *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.

In 2012, 184 children were provided with this service.

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 include children with additional needs or disabilities. The department has a strong commitment to providing meaningful opportunities and increased access for children with disabilities within inclusive environments where all children have the opportunity to play and interact with a range of people. The program supports families of children with disabilities to enter or re-enter the work force, contributes to their wellbeing and assists them to manage the competing demands of work, study and family.

Between December vacation care 2011 up to and including Term 3 October vacation care 2012, 64 OSHC services accessed this funding to provide care for a total of 228 children. A total of 15 430 hours of subsidised care was funded through this initiative.

Preschool bilingual program

This program supports preschool services in increasing access and participation of culturally and linguistically diverse backgrounds (CALD) and four-year-old Aboriginal/Torres Strait Islander children who speak an additional language or dialect as a mother tongue, with a focus on 'humanitarian entrant' status.

The department's bilingual early childhood educators 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. 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.

The program is in high demand, demonstrated by some 1 200 children being supported each term during 2012 by an average of 115 bilingual early childhood workers in 65 community languages across 200 preschools. An average of 85 Aboriginal four-year-olds were supported during each term, and one CALD child under the Guardianship of the Minister was supported during 2012.

The language diversity of children in the State who have received support covers Aboriginal English, Arabic, Farsi, Baluchi, Bengali, Congoles, Dari, Dinka, Gujarati, Hindi, Khmer, Liberian, Romanian, Spanish, French, Swahili, Vietnamese and more.

A selection of professional learning sessions organised by the *Preschool bilingual* program aimed at increasing knowledge and understanding of the *Early years learning* framework, *Reflect Respect Relate* and the National Quality Standard were delivered in 2012. There was an average attendance of 30 bilingual early childhood educators at each of the 10 sessions offered. The distribution to South Australian preschools of 3 000 picture story books translated into 12 community languages was successfully achieved and highly valued by preschool directors and staff in support of inclusive literacy practices in their centres.

Focusing on Aboriginal children (early years)

South Australia provides the secretariat for the Early Childhood Development Working Group (ECDWG), a group that provides advice on early childhood development issues referred to it by the Council of Australian Governments (COAG.) South Australia is taking a lead role in implementing two national partnerships – the National Quality Agenda for Early Childhood Education and Care, and the Early Childhood Education (Universal Access) – and has the lead jurisdictional

responsibility for national collaborative actions under the national *Aboriginal and Torres Strait Islander Education Action Plan:* Domain 1 – Readiness for school.

Children's centres for early childhood development and parenting are developed in accordance with local community needs and provide easy access for families to family support programs, child care and education, and health services for children from birth to eight years. They also support close collaboration with other agencies and regional office staff.

There will be four Aboriginal children and family centres developed through the Indigenous Early Child Development National Partnership. The centres will be located at Ceduna Area School, Hincks Avenue Primary School in Whyalla, Christies Beach Primary School and Ernabella Anangu School.

We continued to resource policy that provides all Aboriginal children to attend preschool for up to four sessions per week from three years of age, and assist in effective transition to school.

The *Preschool bilingual* program supports preschool services in increasing access and participation of cultural and linguistically diverse backgrounds (CALD) and four-year-old Aboriginal children who speak another language or dialect as a mother tongue, with a focus on 'humanitarian entrant' status.

Aboriginal three-year olds

Preschool enrolments - Aboriginal children

Enrolments
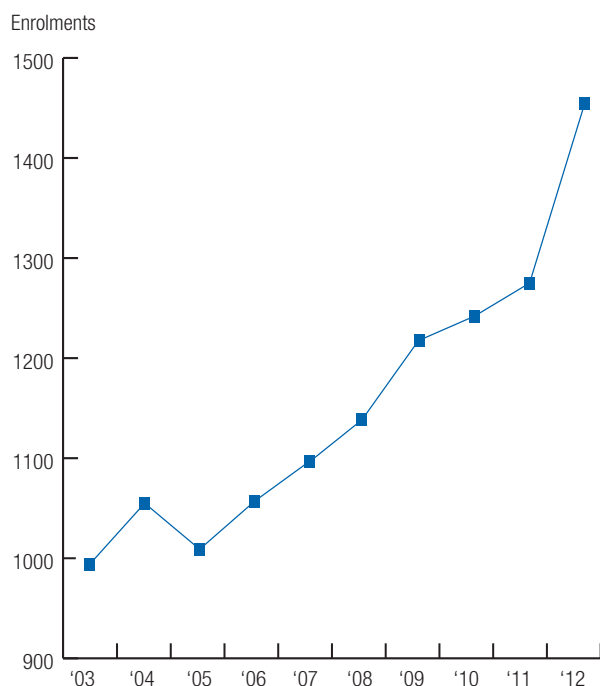
Source: Department for Education and Child Development Preschool Staffing Data Collection, Term 2, 2003-2012

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

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 (Elizabeth), Kalaya Children's Centre (Queenstown), Christie Downs Kindergarten, Flinders / TjiTji Wiltja Children's Centre (Pt Augusta), Whyalla Stuart Early Childhood Centre, Kura Yerlo Child Care Centre (Largs Bay), Melaleuca Kindergarten, Oceanview College Preschool, and Wynbring Jida Preschool.

In 2012 the program utilised a strengths-based approach, focussing on the experiences, knowledge and skills of Aboriginal children and families and incorporating these in planning for the learning of children in the centres. The success of this program and efficacy of the *Early entry to preschool* policy for Aboriginal three-year-olds, is demonstrated with increased attendance and participation rates in 2012.

Preschool support

The *Preschool support* program caters for children who have a disability or additional needs and would like to attend their local preschool. Support includes the provision of additional staff to implement individually tailored programs devised in consultation with preschool staff, parents and other relevant professionals to be engaging with the child.

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

Support by specialist teachers from The Briars Special Early Learning Centre consultancy service is also provided as needed for those children with more complex needs around curriculum and resource planning. All children who have a verified disability 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 up to date.

During 2012, the program provided support for some 2 000 preschool 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 full-time support for children who would be unable to access their preschool without assistance.

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. Early entry/pre-entry support was given to 86 children in 2012.

The Briars Special Early Learning Centre

The Briars Special Early Learning Centre is a statewide service dedicated to the education of preschool children with disabilities and significant developmental delay. In addition to a specialised preschool, The Briars supports the nine *Inclusive preschool* programs, has an early intervention consultancy service supporting mainstream sites and the *Peer mentoring* program aimed at supporting individual early childhood educators. During 2012, 75 children were enrolled at The Briars.

All children at The Briars have complex communication needs and apply for entry through a placement panel process. The development of communication skills is deeply embedded in the learning program, based on the *Early years learnin*g framework, which incorporates individual learning goals developed in partnership with families and service providers. Through this process, a negotiated education plan is established within the first two terms of enrolment, and reviewed every six months or as required.

In an inclusive environment the children access a play-based curriculum with a focus on literacy, using alternative and augmentative communication and assistive technology. The Briars is an early intervention centre that aims to immerse children in a 'communication'-engineered site to provide all children with communication technology and strategies to enhance their learning outcomes.

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.

Two new *Inclusive preschool* programs commenced in 2012 – one at the Parks Children's Centre and one at Solomontown Kindergarten in Part Pirie. There are nine inclusive preschool programs across SA's 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 available to the *Inclusive preschool* program staff from the staff at The Briars Special Early Learning Centre who provide a range of services including resources, curriculum and planning advice.

Speech and language programs

There are eight speech and language programs based in 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 led by the Women's and Children's Health Network.

During 2012 a model was approved for implementation. DECD and SA Health agreed to jointly fund a position to lead the implementation process, strategic direction and service planning of the single service system across SA Health and DECD. This position commenced in February 2013.

Auslan early learning

This program provides an accessible preschool learning environment for children who have a significant hearing impairment and are unable to comprehend spoken language and use Australian Sign Language (Auslan) as their primary mode of communication. 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, participants in this program are able to enter a school environment where sign language is the norm.

Child and Family Health Services

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

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

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

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

- access to clinic-based consultations
- access by the telephone to the Parent Helpline
- the *Family home visiting* program
- child development support, including health/development checks and the *Early childhood intervention* program
- support through the Early Child Parent Service team
- Torrens House (a newborn and mother support service)
- the *Strong start* program.

The Child and Family Health Service aims to provide a positive, welcoming and enriching environment where clients and staff are valued; where innovation and creativity are encouraged; and where working respectfully in partnership is an underpinning principle.

Highlights in 2011-2012 include the establishment of the new *Strong start* program, more than 18 000 universal contact visits and supporting more than 1 500 families at any one time in the *Family home visiting* program, and the distribution of more than 750 000 'parent easy guides' in the two years to June 2012. For more on PEGS see page 87.

Strong start

This is a new program to engage with women in the antenatal period, who present with significant and complex issues. The program started delivering services at the beginning of 2013. It aims to support first-time mothers in the Playford area, their families and infants to address the factors impacting on wellbeing. This program builds on the successful delivery of the universal contact visit and the *Family home visiting* program over the past few years.

Universal contact visits

Parents in South Australia are offered a universal contact visit with a community child and family health nurse from Child and Family Health Service following the birth of their child.

The comprehensive visit responds to the needs of the parents, with nurses providing information and support to parents about feeding and settling their baby, how to ensure a safe environment, including information about safe sleeping. The nurses also link the family in with local and ongoing community supports and services, screen for post-natal depression and for other factors that may impact on a mother's wellbeing and/or baby's development.

In 2011-12, 18 220 babies received a universal contact visit from Child and Family Health Service staff.

Family home visiting

Family home visiting is a two-year preventative parenting program that has been progressively rolled out across the State since 2004-05. The program is offered to eligible families identified by the Child and Family Health Service at the universal contact visit. Nurses work with other team members, including social workers, psychologists and Aboriginal staff focusing on child development, enhancing the parent-child relationship, ensuring the health and safety of infants, and connecting families to community supports.

As at 30 June 2012, there were 1 576 active clients in the *Family home visiting* program, including 187 Aboriginal clients. Since the commencement of the *Family home visiting* program in September 2004, 475 Aboriginal clients have successfully completed the two-year program across the State, with 85 families participating during 2011-12. The program has supported a total of 1 401 Aboriginal families.

Working in partnership with the Anangnu community and with providers, including Nganampa Health, the Ngaanyatjarra Pitjantjatjara Yankunytjatjara (NPY) Women's Council and the Pitjantjatjara Yankunytjatjara Education Committee (PYEC) resulted in the development of the culturally appropriate *Early childhood development* program for the APY Lands. The service commenced in Pukatja and Kenmore Park in February 2012, is delivered each fortnight and has a focus on infants aged zero to three years and their families.

At the end of June 2012, 30 clients were registered in the program, both mothers and infants, with over 50 occasions of service in the first four months of service delivery. These mothers and babies are now being supported by the Child and Family Health Service nurses on their regular visits. Early evaluation of the community participation model used in developing this new service is very positive and will serve as a template for extending the service to other eastern communities.

E-mums

Keeping up to date with technology and the ways the community use it can be challenging, but also provides opportunities to provide services in different ways. The Child and Family Health Service has sought to make greater use of computer technology to respond to changing patterns of how families seek information and to improve the service's capacity to deliver effective universal and targeted services for young children and parents.

In 2012, in partnership with the Research and Evaluation Unit in the Women's and Children's Health Network, the Child and Family Health Service was awarded funding by the National Health and Medical Research Council to develop and evaluate an internet-based support program for new mothers.

The program provides mothers with information about children's development and solutions to common problems experienced by new parents. It also provides mothers with the opportunity to participate in nurse-mentored online mothers' groups where they can obtain information about child raising and benefit from support provided by other mothers. The *eMums* program has been developed in collaboration with providers, with some families and with the Digital Media Team at the Women's and Children's Health Network. The program is believed to be a first internationally and is providing proof of concept of the feasibility of providing internet-based support for new mothers.

Blue book (child health record)

Now in it's 33rd year, the Child Health Record, (the Blue Book), has been revised extensively commencing with the 2009 edition. The latest edition, due for release in 2013, continues with a strong focus on parents being able to raise their children in safe and nurturing environments. It does this by providing to all families of newborn babies consistent, reliable and evidence-based information, a place to record their child's development, and an approach to support them to seek support if they have concerns about their child's development. Many people, including families, have contributed to its development. All families, and places where families access services and supports are encouraged to utilise this resource.

Parenting SA

Parenting SA is a statewide program providing information about quality parenting practices to parents and carers of children from birth to 18 years. Since the early 1990s 'parent easy guides' (PEGS) on 80 parenting topics have been produced, with 12 specially designed for Aboriginal families, and three in five languages for new migrant families.

In the two years to June 2012, a total of 756 580 PEGS were distributed on request, including 63 430 Aboriginal and 35 270 migrant PEGS.

PEGS are displayed in health, education and community services across SA, with 300 services using the specially designed display stand. Licence agreements with other States/Territories allow parent easy guides content to be used in those jurisdictions. Parents can access the parent easy guides through the Parenting SA website at www.parenting.sa.gov.au, and find local parent support groups through a database of 161 groups in SA.

Parenting SA also promotes reading to babies from soon after they are born. The *Right from the start* first reading book has been distributed free to all new parents since 2003 (20 000 per year). In 2011 a version for Aboriginal families was developed with 7 800 copies distributed as at 30 June 2012.

Parenting SA provides free public seminars each month that attract about 1 000 people per year. Small grants have also been provided to community groups to support parenting.

Universal neonatal hearing

The *Universal neonatal hearing screening* program continues to achieve high coverage of the State's newborn population. Whilst the program maintains a 98% coverage rate, it continues to face some challenges. Over the past six months the program has been working to implement recommendations identified in a review finalised at the end of 2011. The current service model was reviewed, including methodology and alternative intervals at which to screen to increase efficiency and better outcomes for families.

Chapter 2
Enhancing development in the primary years (R-7)

Enhancing development in the primary years (R-7)

At a glance

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. Results are reported to align with SASP targets, which focus on fewer children doing poorly and more children doing better. Compared with 2011, there was an increase in the percentage of Aboriginal students achieving above the national minimum standard, with gains in six aspects. (see pages 90-91)

MATHS AND SCIENCE IN GOVERNMENT SCHOOLS

In 2012, the *Primary mathematics and science* strategy transitioned to the *Primary Australian Curriculum* strategy and 151 workshops were held for primary teachers across the State. Sixty-seven schools participated in the *Mathematician in residence* program. (see page 92)

SUPPORT FOR ABORIGINAL PRIMARY SCHOOL-AGED STUDENTS

In 2012, 366 schools received Aboriginal Program Assistance Scheme (APAS) funding, and 2 742 students received additional funding support. Through Aboriginal student mentoring, 1 459 students in years 5-9 were supported across 71 schools and seven regions. Through the ICANS program in primary schools, professional case management for 553 Year 6 and 7 students was introduced in low-SES schools for the first time in 2012. (see pages 93-94)

Enhancing development in the primary years (R-7)

South Australian Strategic Plan (SASP) NAPLAN targets

Year	Aspect	At min. std.	High proficiency bands (%)	Above min. std.
3	Reading	10.9	41.8	81.7
	Persuasive writing	6.2	35.9	89.1
	Numeracy	14.8	23.4	77.1
	Spelling	10.3	37.9	82.3
	Grammar	9.9	41.0	81.3
5	Reading	13.3	25.8	77.4
	Persuasive writing	16.6	12.3	74.0
	Numeracy	17.4	17.7	74.3
	Spelling	14.7	25.4	76.6
	Grammar	15.2	22.6	73.8
7	Reading	14.1	24.5	79.6
	Persuasive writing	19.2	16.1	71.0
	Numeracy	17.9	20.2	75.6
	Spelling	12.9	25.3	79.2
	Grammar	12.7	25.9	82.2

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: 2012 NAPLAN report

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).

Over the five 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.

In 2011 there was a 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 Australian Strategic Plan (SASP) NAPLAN targets – Aboriginal students

Year	Aspect	At min. std.	High proficiency bands (%)	Above min. std.
3	Reading	23.7	14.3	48.8
	Numeracy	28.4	4.7	38.3
	Spelling	21.8	15.5	51.0
	Grammar	19.6	11.9	45.1
	Persuasive writing	17.8	13.5	61.7
5	Reading	21.5	5.8	42.3
	Numeracy	32.0	2.8	34.8
	Spelling	22.8	7.2	47.3
	Grammar	23.5	4.0	35.3
	Persuasive writing	25.8	2.5	39.9
7	Reading	28.8	5.0	48.6
	Numeracy	36.0	3.0	38.1
	Spelling	24.4	6.8	51.4
	Grammar	30.3	4.7	47.8
	Persuasive writing	28.5	3.7	38.9

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. Compared with the previous year, there has been an increase in the percentage of Aboriginal students achieving above the national minimum standard, with gains in six aspects. The results also indicate a percentage increase in the number of Aboriginal students represented in the high proficiency band, with gains in seven aspects.

DECD has specific initiatives in place that provide supplementary and direct assistance to regions and schools to support Aboriginal student literacy and numeracy. One initiative is the *Keys to unlocking the future* program, an Australian Government-funded initiative that aims to improve literacy outcomes for Aboriginal students in years Reception to Year 3, through targeted early years literacy assessment, support and monitoring of Aboriginal children.

In 2012, the project focused on improving teaching practices and on developing and implementing consistent literacy approaches across the whole of the school curriculum. The program also supports the capacity of Aboriginal parents to support the literacy development of their children.

In 2012, 1 200 students from 62 schools across seven regions were involved in this initiative.

Throughout 2013, work will continue to build on the processes, standards and achievements developed to maximise high quality learning for Aboriginal students.

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.

Mathematics and science in primary schools

Primary mathematics and science strategy

This DECD strategy aimed to have all primary students benefitting from strong, high quality mathematics and science programs evidenced by guaranteed instruction time for mathematics and science. The program guaranteed that:

- from 2011, years 4-7 students will spend a minimum of 120 minutes per week on science and 300 minutes per week on mathematics and numeracy

- from 2011, Year 3 students will spend 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 spend a minimum of 300 minutes per week on mathematics and up to 90 minutes per week on science.

In 2012 the *Primary mathematics and science* strategy transitioned to the *Primary Australian Curriculum* strategy (PACS). According to local needs, schools were able to continue to access support for mathematics and science, with the flexibility to apply the funding and structures of the PMSS to the implementation of further Australian Curriculum learning areas. Clusters were supported by PACS implementation officers to make this transition. Teacher facilitators worked directly with teachers to provide localised and tailored support. The implementation officers provided professional learning with a focus on the first years of school, support for school-based focus teachers and cluster-based teacher facilitators. They worked directly with leaders to support school implementation plans and worked collaboratively with regional personnel.

During 2012, DECD provided 151 primary mathematics and science workshops to primary teachers across the State, and 67 schools participated in the *Mathematician in residence* program.

In 2013 mathematics and science support for primary schools will be maintained within the PACS as a distinct strand of Australian Curriculum implementation. This sustainable strand has two key components:

- A *Mathematician in residence* initiative to be implemented by 28 clusters of schools across 11 regions. Schools have committed to an extended program across 2013 with a strong pedagogy focus. Participating teachers are supported by PACS facilitators and primary implementation officers

- A trial *Scientist in residence* initiative will, in partnership with Science 21, support teachers to plan, teach and report more effectively in Australian Curriculum science. Participating teachers will be sought to trial exemplar processes for planning Australian Curriculum science across year levels.

In addition to these significant initiatives the Australian Research Council-funded numeracy research program *Enhancing proportional reasoning* will move from the research phase to a professional learning phase. Negotiations with research partners, University of Queensland, will occur to scope actions for 2013. The inclusion of professional learning for teachers, embedded within the PACS is a key focus.

Aboriginal Program Assistance Scheme (APAS)

APAS provides funding to schools to support Aboriginal student academic improvement. APAS support includes Aboriginal student tuition, mentoring and coaching, counselling, cultural awareness, and support for student wellbeing. The program's funding aims to improve literacy and numeracy outcomes, attendance, retention, SACE completion, and increased parent and community engagement in education.

In 2012, 366 schools received APAS funding and 2 742 students received additional funding support.

APAS focused on an early years intervention model in 2012, and used *Running records* data to target resources to identified schools. A total of 302 Year 1 students, 475 Year 2 students, and 367 Year 3 students received funding support in 2012.

APAS funding was also provided in 2012 to support literacy and numeracy development for 301 Aboriginal Year 4 students who did not meet the national minimum andard in the NAPLAN test in 2011. This funding was provided to continue the literacy and numeracy supports that had been put in place in 2011 to support specific students.

Aboriginal student mentoring

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.

In 2012, 1 459 Aboriginal students in years 5-9 were supported across 71 schools and seven regions.

Community mentoring

The *Community mentoring* program operated over three years and provided support to students identified at risk of not successfully engaging at school in Years 5-7 across identified DECD regions. The following table reflects the approximate level of participation of schools, students and volunteers in the initiative.

Data	Schools	Students	Volunteers
2010	47	227	207
2011	89	434	326
2012	122	563	475

A local community mentor coordinator was appointed to each cluster to recruit, screen and train volunteer community mentors. The strength of the program was the development of positive community partnerships, strengthen school-community partnerships and professional development provided to schools and volunteers. In 2012 best practice guidelines for monitoring and managing volunteers in schools were developed.

Youth development

The *Youth development through transitions* project has three focus areas: Youth voice, community involvement and strengths-based approaches. In 2012 there were 147 successful applications for grant funding, enabling schools to implement initiatives. Common themes for these initiatives were collaborative transitions, social and emotional learning, community involvement and student voice.

Innovative Community Action Networks (ICANs) in primary schools

ICANs offers flexible learning options to students in Year 6 to 19 years of age who are:

- enrolled in school but at risk of leaving early

- attending school but not actively participating in their education

- leaving school early and are not pursuing employment or further education

- not engaged in a learning or earning pathway.

Professional case management for 554 Year 6 and 7 primary school students was introduced in low-SES schools (Communities Making a Difference National Partnership) for the first time in 2012 and it has been targeted at the most at risk and disadvantaged cohorts including those with:

- exposure to high level abuse and neglect

- carer responsibilities for parents and/or siblings who have their own health issues

- a juvenile justice background or with one or more parents in jail

- mental health issues and/or family members

- family and/or their own drug and alcohol abuse

- chronic disengagement from school.

During 2012 early student outcomes have identified that case management has assisted in improving student engagement, improving relationships with teachers, improving staff morale including a reduction in sick leave, and increasing positive relations with parents and families.

Chapter 3
Supporting the secondary years (8-12) and youth transitions

20
12

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

At a glance

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. Results are reported to align with SASP targets, which focus on fewer children doing poorly and more children doing better. Compared with 2011, there was an increase in the percentage of Aboriginal students achieving at or above the national minimum standard, with gains in seven aspects. (see pages 97)

ICANS AND FLEXIBLE LEARNING OPTIONS FOR YOUNG PEOPLE

Since 2007 the ICAN flexible learning options (FLO) have consistently resulted in 70% of previously totally disengaged students being successfully re-engaged in learning or earning. During 2012 the ICAN community partnership model provided intensive support for 5 282 low-SES students (4 728 who were secondary school-aged). In addition, 706 young people were provided with case management to help them stay in mainstream school learning programs. (see page 100)

VET IN SCHOOLS INFLUENCES SACE RATES

In 2012 some 5 000 students completed their South Australian Certificate of Education with a vocational education and training component, incorporating 233 different VET qualifications. A survey conducted in October showed 238 industry pathways programs leading to Certificate III qualifications in 106 schools, with more than 10 000 students enrolled. Since the inception of the *Trade schools for the future* program in 2008, apprenticeship brokers have worked with parents and employers to recruit more than 4 000 students. During 2012, more than 1 000 students started in the program with over 89% of these at Certificate III or higher level. Also during the year three additional trade training centres opened across the State. (see pages 101-102)

SUPPORTING ABORIGINAL SECONDARY SCHOOL STUDENTS

In 2012, 1 858 Aboriginal students in 129 schools were supported through the *Keeping them on track* initiative, and 366 schools received funding through the Aboriginal Program Assistance Scheme, with 2 742 students receiving additional funding support. The APAS program provided resources to 1 297 Year 11 and 12 students across 131 schools to support retention and SACE completion. Also during the year, 1 459 students in years 5-9 received student mentoring across 71 schools and seven regions.

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

South Australian Strategic Plan (SASP) NAPLAN targets

Year	Aspect	At min. std.	High proficiency bands (%)	Above min. std.
	Reading	18.5	15.9	72.3
	Persuasive writing	22.6	14.9	58.4
9	Numeracy	20.7	17.3	72.2
	Spelling	17.6	18.5	70.6
	Grammar	20.3	15.5	70.3

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

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).

Over the five 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.

Source: 2012 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 Australian Strategic Plan (SASP) NAPLAN targets – Aboriginal students

Year	Aspect	At min. std.	High proficiency bands (%)	Above min. std.
	Reading	30.8	3.2	35.8
	Persuasive writing	24.5	2.3	25.1
9	Numeracy	37.4	2.0	34.6
	Spelling	23.9	5.1	40.4
	Grammar	32.4	2.4	30.9

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. Compared with the previous year, there has been an increase in the percentage of Aboriginal students achieving at or above the national minimum standard across seven aspects.

Throughout 2013, work will continue to build on the processes, standards and achievements developed to maximise high quality learning for Aboriginal students.

Source: 2012 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.

SACE achievements

Year	Number of DECD students completing all requirements of the SACE	Number of DECD students completing all requirements of the SACE with at least one modified subject	Number of DECD Aboriginal students completing all requirements of the SACE
2011	5 926	64	83
2012	6 569	92	119

Source: SACE Board of South Australia March 2013 data extraction

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

Notes on graphs: The introduction of compulsory education age legislation contributes to the increased retention rates from 2008-09 onwards. Australian figures are influenced by COAG agreements on increasing Year 12 qualifications (or equivalent).

Retention of students / enrolments

Apparent retention rates – students in SA government schools, 2011 and 2012				
	2011		2012	
	Full-time	FTE	Full-time	FTE
Years 8-12				
Males	73.0%	77.7%	77.0%	81.6%
Females	90.3%	98.2%	91.9%	98.4%
Total	81.3%	87.5%	84.2%	89.6%
Years 10-12				
Males	70.7%	75.2%	75.2%	79.6%
Females	88.8%	96.4%	89.7%	95.6%
Total	79.3%	85.2%	82.2%	87.3%

Source: DECD Term 3 School Enrolment Census, 2011-2012.

Apparent retention rates in government schools - all students in **Years 8-12** (FTE)
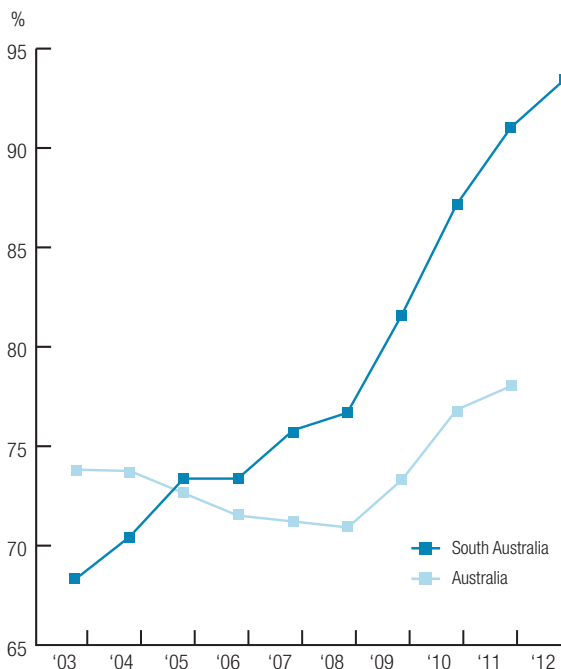
Source: DECD Term 3 School Enrolment Census, 2003-2012.

Apparent retention rates - all students in government schools - **years 10-12** (FTE)
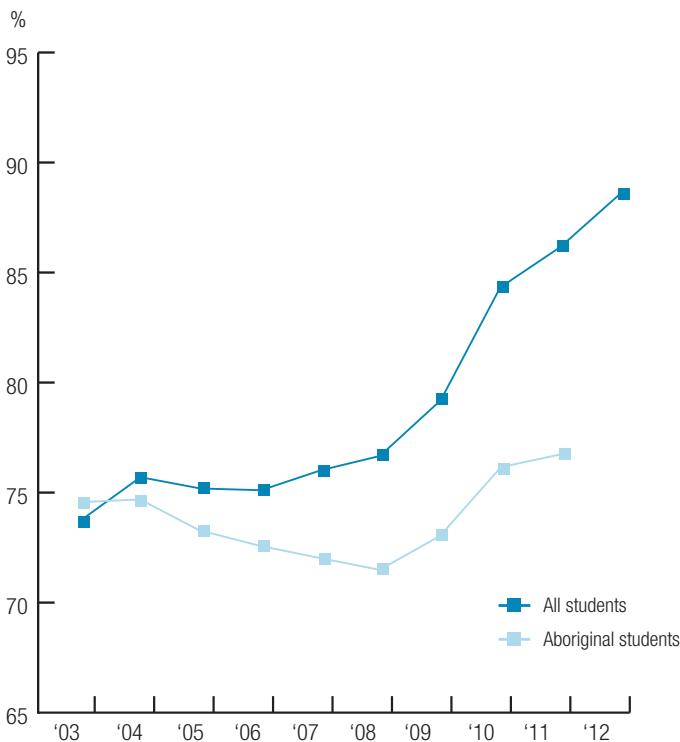
Source: DECD Term 3 School Enrolment Census, 2003-2012

Apparent retention rates - Aboriginal students in government schools - **years 8-12** (FTE)
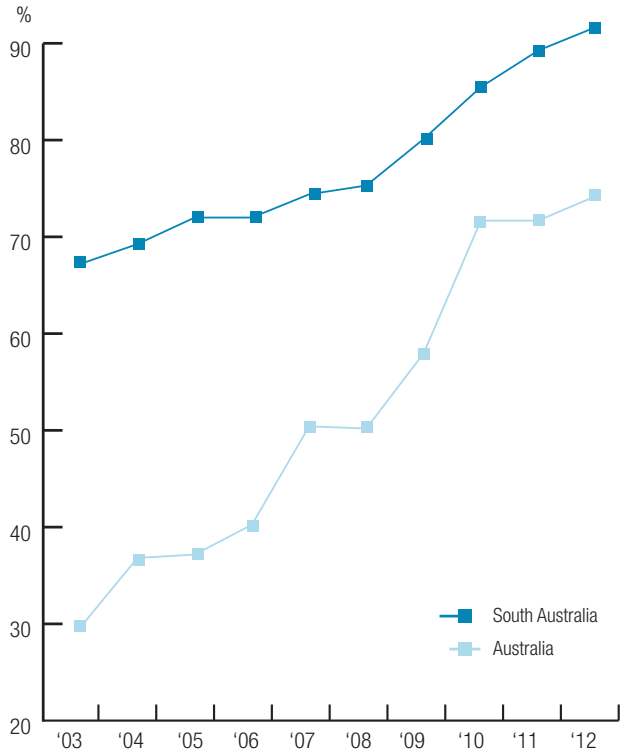
Source: DECD Term 3 School Enrolment Census, 2003-2012

**Apparent retention rates – Aboriginal students
in SA government schools, 2011 and 2012**

	2011		2012	
	Full-time	**FTE**	**Full-time**	**FTE**
Years 8-12				
Males	63.3%	65.8%	64.5%	65.6%
Females	65.0%	68.0%	70.4%	72.7%
Total	64.2%	66.9%	67.4%	69.1%
Years 10-12				
Males	66.8%	69.3%	64.3%	65.4%
Females	70.9%	73.6%	72.6%	75.0%
Total	68.8%	71.4%	68.4%	70.1%

Note: The retention rates for Aboriginal students to Year 12 have remained stable.
Compared with 'all students' (page 98), a smaller proportion of Aboriginal students completes
Year 12.

Support for young people – education, career and vocational pathways

Innovative Community Action Networks (ICANs)

ICANs offer flexible learning options to students in Years 6 to 19 years of age who are:

- enrolled in school but at risk of leaving early

- attending school but not actively participating in their education

- leaving school early and are not pursuing employment or further education

- not engaged in a learning or earning pathway.

ICAN provides students with access to individual case management services, life skills training, literacy and numeracy support, e-learning opportunities, and flexible learning programs in school and/or community Since 2007 the ICAN flexible learning options (FLO) have consistently resulted in 70% of previously totally disengaged students being successfully re engaged in learning or earning – more than 24 000 students assisted in all.

In 2012 the ICAN school and community partnership model is now fully operational statewide and is providing intensive support for 5 282 low-SES students (554 primary school and 4 728 secondary students) who are enrolled through a flexible learning option in schools across the State. Case management for these young people is provided by professionals such as social workers, psychologists.

In addition, in 2012, 706 children and young people were provided with a case management service to assist them to stay in mainstream school learning programs.

ICAN students are identified for a flexible learning option enrolment at the point of referral on a scale 1-4. The scale identifies the severity of the level of disengagement. Those identified as FLO 1 are identified as at being at some risk of early school leaving whereas students identified as FLO 4 are students who are completely disengaged from schooling and are school refusers with chronic truancy issues, and have significant barriers in student health and wellbeing.

It is a significant achievement that in 2012, ICAN student learning programs for the totally disengaged 2 966 FLO level 3 and 4 students included the following range of accredited learning programs.

2012 FLO enrolment – by learning program for FLO 3 & FLO 4 students

	FLO 3	FLO 4
Accredited modules	107	363
Certificate 1	89	76
Certificate 2	22	31
Certificate 3	9	8
Primary SACSA	22	18
SACE	582	1061
Secondary SACSA	157	289
VET	28	104
TOTAL	1016	1950

Transition support for Year 8 students

In 2012 there were 266 Year 8 students who were provided with case management services to strengthen support for a successful student transition into secondary school in 2012. These services were provided over the school holiday period as well as during their first full year of high school. All schools have reported successful outcomes from this strategy including evidence of significant improvements in student behaviours.

Secondary student mentoring

The *Secondary student mentoring* program was offered in 67 low-SES secondary schools. This program of support has been based on individual learning needs, strategies to improve student wellbeing; learning achievement and pathways planning. Schools were able to use this resource flexibly to engage trained mentors, youth workers, and/or student support officers to provide the mentoring support.

Over the last three years, approximately 5 550 students have been mentored and 540 school staff have participated in professional learning. The students mentored were all identified as being at risk and not fully engaging and achieving in school-based learning.

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)

- 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 higher-level VET qualifications

- *Advanced technology* program – involves 19 schools developing an *Advanced technology* industry pathway program for defence-related industries.

Industry skills program

SACE completion report statistics highlight the value of VET within the SACE by stating that 5 030 students completed their SACE with a vocational education and training component in 2012, incorporating 233 different VET qualifications.

The *Industry skills* 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. A survey conducted in October 2012 showed 238 industry pathways programs leading to Certificate III qualifications in 106 schools, with more than 10 000 students enrolled.

The vocational pathway concept was strengthened during the year with the VET in schools conference, which was attended by more than 150 school leaders and other stakeholders and formed part of a consultation process on the draft DECD VET in schools policy.

During 2012 the Training Guarantee for SACE Students (TGSS) under the *Skills for all* strategy was implemented. Over 900 students are currently enrolled in the scheme, which provides a guaranteed place with the registered training organisation after the student completes their SACE.

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 worked with parents and employers to recruit more than 4 000 students. Students gained highly valued industry skills areas at Certificate II level. By the end 2012 more than 1 800 students successfully completed their apprenticeships or transitioned to full-time apprenticeships upon leaving school, and more than 1 200 students remain active in the program. During 2012 more than 1 000 students started in the program, with over 89% of these at Certificate III or higher level.

Trade training centres in schools

The Australian Government began the *Trade training centres in schools* initiative in 2008. Schools are eligible for funding up to $1.5m each to develop industry-standard training facilities. This funding provides infrastructure and equipment that complements the Industry skills program and the work of the *Trade schools for the future* apprenticeship brokers. The department has worked closely with schools to put forward applications for funding since the program's inception.

Between 2008 and 2012, 116 SA government schools have accessed approximately $114m in funding from the first four rounds of funding (Round 5 applications close early 2013).

During 2012, three trade training centres opened: the Southern Adelaide and Fleurieu TTC (a consortium of nine schools), Le Fevre High School Trade Training Centre, and the Anangu Pitjantjatjara Yankunytjatjara Trade Training Centre (APYTTC) at Umuwa.

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.

In 2012 *Target work* celebrated its twentieth year of operation. The variety and complexity of projects has continued to grow enormously and reinforces the sustainability of the program resulting in the completion of 150 projects valued in excess of $7.5 million.

In 2012, 279 students from 17 sites constructed 10 projects. The *Target work* model is flexible and provides opportunities to support the objectives of a range of other current programs including *Futures* and *Doorways 2 Construction*. In addition students may gain SACE or TAFE accreditation.

In 2012 *Target work* included:

- William Light building project, which incorporated the removal of walls, windows and doors with modifications to door frames, installation of roller doors and re-cladding of sections of the external walls

- Murray Bridge housing project provided students with the opportunity to gain skills training in carpentry, electrical work, plumbing, tiling and roofing

- Narnungga Park project in conjunction with the Department of Planning, Transport and Infrastructure incorporated upgrading of the entry gates, construction of retaining walls, seating and landscaping.

Planning for 2013 is well advanced and a number of submissions have been lodged with organisations regarding project opportunities. These include submissions to Royal Agricultural Society, Delfin Lend Lease, Town of Gawler and Kapunda and Light Tourism.

Supporting Aboriginal students

Keeping them on track

Keeping them on track is designed to support achievement of the South Australian Strategic Plan Target T6.16 SACE or equivalent: *Annually increase the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification*; and support achievement of the Closing the Gap target of 90% SACE completion (or equivalent) by Aboriginal students by 2020.

The initiative monitors all Aboriginal senior secondary enrolments at key transitional points of secondary schooling with an aim to improve retention to Year 12 and SACE completion. There is a specific focus on the collection and analysis of individual student data across the student's entire secondary schooling experience to provide clear information to the student, parents, and educators to support the completion of the SACE, and the student's transition to further training, education or an employment pathway.

Students are supported to develop an individual learning plan to achieve their SACE, identify their intended vocational pathway, relevant qualification requirements, and subject choices. Students are monitored and supported to remain on track to achieve their goals. Destination tracking also occurs once a student has left schooling.

In 2012, 1 858 Aboriginal secondary students in 129 schools were supported through the *Keeping them on track* initiative.

Aboriginal Workabout centres

These centres engage young Aboriginal people in education and employment pathways, and help build relationships between education providers, industry, Aboriginal and Torres Strait Islander communities and other organisations.

The Workabout centre model is designed to provide integrated, individualised support to student and schools to access a broad range of industry-based learning with the aim of improving school retention and ultimately, completion rates of the South Australian Certificate of Education (SACE).

There are two centres currently operating, one in Northern Adelaide region and the other in the Far North Region, based at Port Augusta Secondary School. In 2012, 133 students participated in activities with the Workabout centres.

Aboriginal Program Assistance Scheme

APAS provides funding to schools to support Aboriginal student academic improvement. APAS support includes Aboriginal student tuition, mentoring and coaching, counselling, cultural awareness, and support for student wellbeing. The program's funding aims to improve literacy and numeracy outcomes, attendance, retention, SACE completion, and increased parent and community engagement in education.

In 2012, 366 schools received funding APAS funding and 2 742 students received additional funding support. The APAS program provided resources to 1 297 Aboriginal Year 11 and 12 students across 131 schools to support retention and SACE completion.

Aboriginal student mentoring

The *Aboriginal student mentoring* program (ASMP) 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.

In 2012, 1 459 Aboriginal students in years 5-9 were supported across 71 schools and seven regions.

Enter for success

The *Enter for success* initiative enables Aboriginal students transitioning from Year 7 to Year 8 to enrol in any South Australian government school of their choice. Since 2007, 618 Aboriginal students have accessed *Enter for success*, with 138 students in 2012 enrolling and attending their secondary school of choice.

SACE Achievers Awards

The Chief Executive's reconciliation awards were established in 2009 to award the two highest achieving SACE Aboriginal students with a laptop or iPad to acknowledge their achievement and to assist with further education and employment endeavours.

The 2012 recipients were from Reynella East College and Blackwood High School.

Dame Roma scholarship

The Dame Roma Mitchell Scholarship was instituted in 1993 to provide financial support for two Aboriginal students undertaking studies in years 11 and 12 to complete the South Australian Certificate of Education (SACE). The then Governor of South Australia, the late Dame Roma Mitchell, AC, QVE, CVO, QC, who had a long association with reconciliation and Aboriginal communities, agreed the scholarships bear her name.

Each year since the program's inception, the scholarship has also helped support Aboriginal Year 10 students throughout their senior secondary years to achieve the SACE and bring them closer to their future aspirations and career goals.

Since 1993 there have been 43 recipients of the award. A further five students received Dame Roma Mitchell scholarships in 2012.

Innovative Community Action Networks (ICANs) for Aboriginal young people

In ICAN schools, students are able to enrol in flexible learning options (FLO), an initiative that promotes a more flexible approach for supporting successful engagement of young people (Year 6 to age 19) most at risk of disengaging with learning. FLO provides a personalised case management and learning program which provides opportunities to engage in meaningful learning that is accredited and which leads to further training and employment.

In 2012, there were 750 Aboriginal secondary students enrolled as FLO enrolments. One hundred and seventy-three Aboriginal students participated in the *Secondary mentoring* program (see page 101).

The *Community mentoring* program matches volunteer community members with students in schools. The aim of the program is to assist students to reach their full potential by bringing young people together with caring individuals who offer guidance, support and encouragement.

In 2012, 75 Aboriginal students participated in the *Community mentoring* program.

South Australian Aboriginal Sports Training Academy

The South Australian Aboriginal Sports Training Academy (SAASTA) is a unique sporting and educational program developed to provide Aboriginal students with the integral support and assistance to achieve the SACE.

SAASTA is delivered in government schools and targets senior secondary students in years 10, 11 and 12 by utilising sport as an engagement tool. However while sport and recreation play an active role in SAASTA the program does not only cater for the sporting elite. Student experiences and learning outcomes include cultural identity, life skills, links to real and direct employment, streamlined access to tertiary pathways and contributes directly to the achievement of the South Australian Certificate of Education (SACE).

In 2012 more than 300 students were enrolled to study SAASTA stage 1 and 2 subjects across the 14 academy locations. There were 19 SACE achievers and 90% of students achieved a SACE unit at Stage 1 or 2. More than 100 students achieved the Senior First Aid Certificate.

Supporting secondary students with a disability or special needs

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.

Daws Road and Prospect 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 work closely with students, families, 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.

State transition program

The 2012 *Disability transition* program, managed through the *Industry skills* program, provided 100 senior secondary students with disabilities from schools across metropolitan Adelaide with the opportunity to make more effective transitions from school.

The year-long program builds students' career management skills so that they can make better informed decisions about their future pathways. Through vocational education and training, they increase their employability skills and capabilities and gain a full or partial VET qualification in an industry area of their choice, which contributes to their SACE.

Students also participate in work experience, connecting them with local employers. Students register with a disability employment service as part of the program, ensuring a smooth transition from school.

The program has strong partnerships across the three schooling sectors, training organisations, employers and disability employment services, including Personnel Employment, which is contracted to coordinate the program.

Chapter 4
Working with families to support vulnerable children

Working with families to support vulnerable children

At a glance

REUNIFICATION INITIATIVE

The 2011-12 State Budget provided to Families SA $4.7 million per annum over five years to strengthen the agency's capacity to reunify children with their birth families, where it is safe to do so. (see page 114)

RAPID RESPONSE BENEFITS

Through new arrangements negotiated under the auspices of the Rapid Response: Whole of Government Services, people from the age of 16-65 years, who were or are currently under Guardianship of the Minister will now be eligible for vocational training course fee waivers for all subsidised courses that attract a course fee. Courses span 32 industries and focus on skill acquisition in areas recognised by government as most needed by South Australian business and industry. Also on offer are courses to improve reading, writing, numeracy and computer skills. (see page 115)

CHILD PROTECTION REPORTS

Screened-in notifications decreased in 2011-12 by 9.9% to 19 056, as compared with 21 145 (2010-11), while the number of children who were the subject of notification decreased by 12.9% to 12 189 in 2011-12, from 13 996 in 2010-11. (see page 111)

SUBSTANTIATIONS

Substantiations decreased by 3.6% to 2 139 in 2011-12, compared with 2 220 in 2010-11. (see page 112)

STRONGER FAMILIES, SAFER CHILDREN

The number of children receiving intensive family support services through this program increased by 12% to 584 in 2011-12, compared with 522 in 2010-11.

INTERCOUNTRY ADOPTIONS AND CARING FOR MINORS

In 2011-12, 23 children from countries outside Australia were adopted into South Australia – the majority were from the Phillipines and China. There were 103 unaccompanied humanitarian minors being case managed by Families SA, the majority of whom were from Afghanistan. (see pages 115-116)

DAME ROMA MITCHELL TRUST FUND

From the February 2012 funding round, $98 804 was distributed to 79 applicants, and from the September 2012 round, $93 846 was distributed to 78 applicants. (see page 122)

CHILDREN UNDER THE GUARDIANSHIP OF THE MINISTER

In 2012, 52 young people under the Guardianship of the Minister completed Year 12 and attended Government House to receive a certificate from the Governor. This represents a 20% increase from 2011. (see page 117)

Working with families to support vulnerable children

Families SA

Families SA has statutory child protection responsibilities and works with families to keep children safe from harm and to build parents' capacity to care safely for their children. If children and young people are not able to remain safely in the care of their birth family, Families SA is responsible for the care and support of children as they enter out-of-home care, and for children and young people under the Guardianship of the Minister. Families SA provides services to support unaccompanied humanitarian minors of refugee background as well as adoption and post-care services.

The various roles of Families SA, as the State's statutory child protection service, are derived from the *Children's Protection Act 199*3. Under this Act, Families SA is required to:

• receive notifications of suspicion on reasonable grounds that children are being abused or neglected

• assess if children are at risk of abuse and neglect or have been abused and neglected

• strengthen and support families to reduce child abuse and neglect

• apply for a Care and Protection Orders when child are unable to remain with their parents

• provide out-of-home care for children unable to remain with their birth families.

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

Care and protection

Phase 1: Intake

The Crisis Response Unit (CRU) incorporates the Child Abuse Report Line (CARL) and Crisis Care. The Child Abuse Report Line, which operates 24 hours a day, 365 days of the year, is responsible for receiving all reported instances of suspected child abuse and neglect. The after-hours Crisis Care service assists families and young people in emergency situations. Crisis Care is open for business every regular working day from 4.00pm-9.00am the following day and provides a 24-hour service on weekends and public holidays until regular day services resume in Families SA offices.

CARL and Crisis Care services are only available to the general public via phone. (CRU is not an open office).

Reported concerns about suspected child abuse or neglect that meet a threshold for Families SA response are screened in for further action.

Families SA received 37 434 child protection concern reports in 2011-12, a 5.7% increase on the 35 431 reports received in 2010-11.

Screened-in notifications decreased by 9.9% to 19 056 (2011-12) from 21 145 (2010-1w1), while the number of children who were the subject of notification decreased by 12.9% to 12 189 in 2011-12, from 13 996 in 2010-11.

Child protection reports 2011-12

Source: Families SA data

Aboriginal children continue to be over-represented in all child protection categories in South Australia and Australia. Aboriginal children experienced more screened-in notifications (8.7% increase) and substantiations (12.5% increase) from 2010-11 to 2011-12, contradicting the whole-of-population trend.

Please note that care must be taken when comparing data across Australian jurisdictions, as each jurisdiction's legislation, policies and practice impacts on the data and influence the reported rates.

Phase 2: Investigation and assessment

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

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

Section 19 and Section 26 of the Act provide Families SA with the mandate for the gathering of information that informs the assessment of risk and need. Occasionally, Families SA needs to apply for a short-term Order (Section 20) which enables the child to be placed in an out-of-home placement whilst the assessment is being completed. The *Investigation and assessment* phase is completed once a decision has been made as to whether any abuse has occurred, and if it did (called a substantiation), a description of the nature, level, type and extent of the harm to the child.

In 2011-12, investigations decreased by 12.6% to 5 082, compared with 5 815 (2010-11), while the number of children who had finalised investigations decreased by 8.0% to 3 145 (2011-12) from 3 419 (2010-11).

A substantiation is when an investigation concludes there is reasonable cause to believe that the child has been, is being or is likely to be abused, neglected or otherwise harmed. Substantiations decreased by 3.6% to 2 139 (2011-12) compared with 2 220 (2010-11).

Following an investigation, a number of options exist for Families SA:

1. The case is closed.

2. The child and/or family is referred to a support service to assist in addressing emerging concerns.

3. The child requires an ongoing placement in out-of-home care, in which case, there is an attempt to safely reunify the child with their family at the earliest possible time.

4. The child remains with their family, but case work and case management is undertaken to support the family to develop a safe and nurturing environment for the child.

Phase 3: Protective intervention

Where a child is assessed as being at risk of future harm, but it has been determined that the child can remain safely in the family home, the case will be placed in the *Protective intervention* stage. The goal of this phase is to strengthen families so that children can be supported to remain at home. During the course of this intervention, the case manager may provide direct services to the family and/or make referrals to other services to address the identified needs and will co-ordinate, monitor, plan and review the case to ensure progress is being made in supporting the family and promoting the child's safety and wellbeing.

Phase 4: Out-of-home care

When an assessment has determined that a child cannot safely remain in their care of their parents, Families SA provides 'out-of-home' care for the child. This can be through a range of care options, including kinship, foster or residential care. Families SA works in partnership with a number of community and non-government agencies across the State in the provision of these care arrangements.

The role of Families SA case managers is to support the child in their placement, and to ensure that all their 'life domains' – health, education, emotional, psychological needs for example – are all provided for. The case manager will also seek to work with the child's family to see whether reunification (bringing the family back together) is a safe and viable option. If it is, the case manager will progressively work towards the safe return of the child.

There are, however, children who for various reasons will never be able to return home. In these situations, Families SA's role is to seek to secure a long-term placement for the child, preferably with relatives or kin, where they can be cared for, nurtured and supported to thrive.

The number of children in out-of-home care (OOHC) at 30 June 2012 increased by 7.6% to 2 548 from 2 368 in 2011. This represents a rate in South Australia of 7.2 children per 1000 in out-of-home care, compared with the Australian figure of 7.7 children per 1000 in the target population.

The number of children admitted to care on orders decreased by 3.1% in 2011-12 (936) from 2010-11 (966), while the number of children on care and protection orders increased by 2.3% in 2011-12 (2 680) from 2010-11 (2 620).

Aboriginal children comprise 28.2% (264) of South Australian children admitted to care on orders in 2011-12 and 27.8% (744) of children on care and protection orders. South Australia's rate of 57.9 Aboriginal children on orders per 1000 children in the target population is comparable to the Australian figure of 54.9 per 1000 children in the target population.

Aboriginal children comprise 27.7% of all South Australian children in OOHC at a rate of 55.0 per 1000 children in target population, which is close to the Australian rate of 55.1 per 1000 children in target population. Both the South Australian and Australian rate increased from 2011.

South Australia placed 86.2% of children in out-of-home care in family-based care, that is, living with relatives or kin, with foster carers or in some other type of home-based care arrangement. While this is lower than the Australian figure of 92.8%, South Australia increased this figure from 2011 (85.3%) while the Australian figure decreased from 93.2%.

South Australia has been progressively increasing the number of children in relative/kinship care (1 104) and in 2012 this figure surpassed the number of children in foster care (1 087). South Australia continues to be successful in placing more Aboriginal children in relative/kinship care (385) than in foster care (213).

The Aboriginal and Torres Strait islander Child Placement Principle is enshrined in legislation and practice of Families SA. The principle states the preferred order of placement for Aboriginal children in out-of-home care, acknowledging that every Aboriginal child has the right to grow up with a strong identity and remain within their family, community and language group.

South Australia continues to exceed the national proxy measure of 68.8% for compliance with the principle. In South Australia, the percentage rate is 74.4%. This measure looks at the proportion of Aboriginal children placed with Aboriginal caregivers, with relatives/kin or in Aboriginal residential care.

Reunification

The 2011-12 State Budget provided to Families SA $4.7 million per annum over five years to strengthen Families SA's capacity to reunify children with their birth families, where it is safe to do so.

Known as the *Reunification initiative*, funding is being invested in four Families SA Offices – the Onkaparinga (Noarlunga site), Woodville, Limestone Coast and North Eastern Offices. These offices are trialling a multi-disciplinary approach to child protection and are utilising new team configurations that re-focus work more specifically on family preservation and reunification efforts.

The initiative is driving cultural and practice change within the four offices, supporting practice that is evidence- and strengths-based, and solution-focused. The *Reunification initiative* is also concentrating efforts on intervening at a broader systems level and is working hard to construct and strengthen necessary relationships and partnerships between government and non-government agencies to drive the message that 'child protection is everyone's business'.

In its first year of operation, 2011, the *Reunification initiative* completed project documentation and planning and commenced a phased implementation process that involved restructuring teams within three of the four participating offices. Recruitment for additional positions was either completed or in the process of being completed by the end of the first year.

A strong governance structure was established that includes a high-level, across-government steering committee to incorporate a whole-of-government response, chaired by the Department for Education and Child Development's Chief Executive, Mr Keith Bartley.

Partnership arrangements for the secondment of mental health and drug and alcohol clinicians to multidisciplinary teams at the four sites were implemented through memorandum of administrative agreements with SA Health.

A memorandum of administrative agreement was also signed with the SA Courts Administration Authority (Youth Court) paving the way for the trialling of judicial-led reunification review meetings at the Noarlunga office. A plain language brochure was developed in 2012 for distribution to parents involved in the review meetings process.

Staff involved in the *Reunification initiative* undertook training and up-skilling in reunification practice and a review of practice and operational policy documentation was commenced. Therapeutic service gaps were identified with services either put in place or proposals developed. An evaluation framework was also developed in 2012.

The *Reunification initiative* is aligned to a wide range of strategic state and agency-level objectives, including the South Australian Government's Strategic Priority – *Every chance for every child*.

Other person guardianship

Other Person Guardianship (OPG) is an assessment and legal process that enables another person such as a foster carer to become a child's legal guardian. wThe Other Person Guardianship (OPG) team was established in July 2011 following the release of the *Other person guardianship practice guide* in May 2011 and the OPG policy position paper in October 2010. OPG transfers the guardianship of a child or young person from the Minister for Education and Child Ddevelopment to the child's long-term carer/guardian.

The team consists of a supervisor; four senior social workers and a temporary senior project officer and provides a statewide assessment service.

Since July 2011 the team has completed 23 assessments on children and young people that have been finalised in the Youth Court. Another eight files are currently with Crown Law. The team is currently working on 52 other full assessments. An additional 48 referrals have been examined but require further work before an OPG assessment can be completed. The team is also involved in providing training for both Families SA and our NGO partner agencies. There are 61 children and young people on OPG orders.

Rapid Response outcomes

The Department for Further Education, Employment, Science and Technology's *Skills for all* program assists people to update skills or gain vocational education and training qualifications. Through new arrangements negotiated under the auspices of the Rapid Response: Whole of Government Services, people from the age of 16-65 years, who were or are currently under Guardianship of the Minister (12-month guardian or custody orders, guardianship to 18 years, unaccompanied humanitarian minors under guardianship, other person guardianship and those under a Family Care Meeting Agreement who would otherwise be under a guardianship order) will be eligible for vocational training course fee waivers for all subsidised courses that attract a course fee. In recognition of the challenges that often face those who have been in State Care, people will not be penalised for multiple attempts at completing a course.

Courses span 32 industries and focus on skill acquisition in areas recognised by government as most needed by South Australian business and industry. Also on offer are courses to improve reading, writing, numeracy and computer skills.

Adoptions

Intercountry Services provides services and programs pursuant to the *Adoption Act 1988*. This includes assessing, training and supporting people who apply to adopt a child from Australia or overseas, as well as the matching, placement and supervision of children placed for adoption with approved prospective adoptive parents.

Intercountry Services also provides adoption information to eligible parties to past adoptions and assists with search and mediation for people seeking to reconnect with birth relatives from whom they were separated as a result of past adoptions. Intercountry Services assesses and trains prospective adoptive parents for the placement of children from long term foster care into permanent placements with a view to transfer of guardianship. In 2011-12, 23 children from countries outside Australia were adopted in South Australia.

Intercountry adoptions - country of origin 2011-12

China | Ethiopia | India | South Korea | Philippines | Taiwan | Thailand
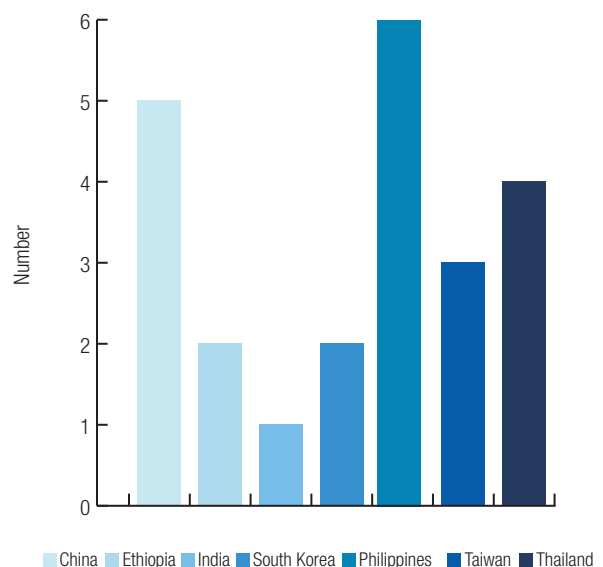
Services to new and emerging communities

Intercountry Services provides guardianship case management services to unaccompanied humanitarian minors who settle in South Australia subsequent to being issued with humanitarian visas. Intercountry Services recruits, trains and supports foster carers to care for children and young people from a refugee background who arrive in Australia without a relative. We also conduct cultural consultation and advice and assists new and emerging communities to build capacity through community development activities.

As at 30 June 2012, 103 unaccompanied humanitarian minors were being case managed by Families SA Intercountry Services. (Unaccompanied humanitarian minors are young people under 18 years of age who have arrived in Australia without a parent after being resettled under Australia's *Humanitarian* program or granted a protection visa following their arrival in Australia).

Specialist support services
Psychological services

Psychological Services is a business unit within the Statewide Services Directorate of Families SA. It provides specialised, professionally independent, and targeted psychological services – including psychological assessment, consultation services, and therapy and other intervention services – to Families SA clients and their family members and carers. Aside from its role in the provision of direct clinical services, Psychological Services also has a role in the provision of training and contributes to practice and policy development within Families SA.

Country of origin of unaccompanied humanitarian minors in the custody of the Minister for Education and Child Development at 30 June 2012

Source: Families SA data

Financial counselling and support services

The Families SA *Financial counselling and support* program assists Families SA clients involved within the care and protection system. The aim is to provide a broad and holistic response to assist clients experiencing issues relating to financial hardship, financial stress or poverty.

The program places a greater emphasis on a holistic approach that encompasses a range of responses for the financial support needs of Families SA clients, incorporating financial management skills, reduced hardship, advocacy and social inclusion.

The development and implementation of a new service model has enabled this program to meet the needs of Families SA clients.

Stronger families safer children

DECD is now responsible for providing family support services under the *Stronger families safer children* program, including targeted intervention and reunification services. These services are provided to children, young people and families to improve family functioning, help to prevent family breakdown, decrease the occurrence of child abuse and neglect and to reduce the likelihood of children entering out of home care. The interventions are delivered by six non-government organisations across the State in close partnership with Families SA offices.

The types of interventions offered through this program include parenting skills development, counselling, practical structured in-home assistance, therapeutic interventions, children's services and links to other community networks and services.

The number of children receiving intensive family support services through the *Stronger families, safer children* program increased by 12% to 584 in 2011-12 from 522 in 2010-11. Of the 584 children, 444 received services in family care, while a further 140 received services in out-of-home care.

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 (Govt 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 promotes interagency collaboration.

In Term 1, 2012 the department produced an IEP newsletter to support preschools and schools, with a focus on the right of 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). After consultation with education managers, Regional Support Services and Families SA an *Enrolment checklist* and *IEP Checklist* were published on the DECD website to support caseworkers and education staff. The *Support resources* document was reviewed and revised and an information sheet on *What helps and what hinders* published on the education IEP webpages.

In working toward integrated services and improved outcomes for young people in care, the Families SA country casework team met and exchanged information and proposals for better practice with education managers from Regional Support Services.

A series of information sheets to support the IEP process were drafted in 2012 and will be published in 2013.

In 2012, 52 young people under the Guardianship of the Minister completed Year 12 and attended Government House to receive a certificate from the Governor. This represents a 20% increase from 2011.

Families SA Structure overview

Service planning and service provision occurs through seven directorates, individually and collectively responsible to an executive director. Reflective of the service delivery nature of Families SA, five of these directorates focus on the provision of direct services to clients. A range of shared services arrangements support the work of Families SA and complement the role of two development and support directorates in the division.

Executive director

The executive director is accountable to the chief executive, Department for Education and Child Development for the management and performance of Families SA and the overall achievement of approved strategies and outcomes. With the support of the Families SA Executive, the executive director oversees and directs the critical strategic and operational functions of the division.

Direct services

Services are provided through five operational directorates – Country Services, Northern Services, Southern Services, Residential Care and Statewide Services – and with the support of partners including carers, community groups and community services sector agencies.

Development and support

Two program directorates – Corporate Services, and Practice and Policy – are responsible for providing a division-wide approach to strategy, policy, planning, reporting, practice development, service improvement, financial governance and performance. They also provide support to and oversight of funded partner organisations.

Operational directorates

Country services

The Country Services Directorate is responsible for ensuring the safety and wellbeing of vulnerable children, young people and families across five government regions of South Australia. This is achieved through the effective and efficient delivery of child protection and family support services. The focus of these services is on:

- undertaking assessments
- providing case support, advice and interventions
- working with other parts and levels of government and the community.

The Country Service Directorate has also been responsible for managing Community Youth Justice staff in five government regions in collaboration with the former Youth and Youth Justice Services Directorate, which is now part of the Department for Communities and Social Inclusion. Negotiation of this transfer of responsibilities was finalised in 2012.

Country Services is currently responsible for the delivery of these youth justice and care and protection services in the government regions of Eyre and Western, Far North, Limestone Coast, Murray Mallee, and York and Mid North through the 11 local offices serving these regions as follows:

Region	Offices
Eyre and Western	Ceduna Port Lincoln Whyalla
Far North	Coober Pedy Port Augusta
Limestone Coast	Limestone Coast Connect Services Centre, Mount Gambier
Murray Mallee	Murray Bridge Riverland (Berri)
York and Mid North	Kadina Port Pirie

As such, the Country Services Directorate provides these services to an estimated population of 295 099 people. The directorate has 306.7 FTE staff as at 30 June 2012.

Northern services

The Northern Services Directorate is responsible for ensuring the safety and wellbeing of vulnerable children, young people and families across three government regions of South Australia. This is achieved through the effective and efficient delivery of child protection and family support services. The focus of these services is on:

• undertaking assessments

• providing case support, advice and interventions

• working with other parts and levels of government and the community.

The Northern Services Directorate is also responsible the management of the *No misuse of alcohol and other drugs* (NOMAD) program. *Safety babies* and *Kangarendi* programs across various parts of these regions.

Northern Services is responsible for the delivery of these services in the government regions of Barossa, Light and Lower North, Northern Adelaide and Western Adelaide through the five local offices serving these regions as follows:

Region	Offices
Barossa, Light and Lower North	Gawler
Northern Adelaide	Elizabeth North Eastern Salisbury
Western Adelaide	Woodville

As such, the Northern Services Directorate provides these services to an estimated population of 642 730 people. The directorate has 340.4 FTE staff as at 30 June 2012.

Southern services

Region	Offices
Adelaide Hills	Connected Services Centre, Mount Barker
Eastern Adelaide	Adelaide
Fleurieu and Kangaroo Island	Victor Harbor
Southern Adelaide	Aberfoyle Park Marion Noarlunga

The Southern Directorate is responsible for ensuring the safety and wellbeing of vulnerable children, young people and families across four government regions of South Australia. This is achieved through the effective and efficient delivery of child protection and family support services. The focus of these services is on:

• undertaking assessments

• providing case support, advice and interventions

• working with other parts and levels of government and the community.

Southern Services is responsible for the delivery of these services in the government regions of Adelaide Hills, Eastern Adelaide, Fleurieu and Kangaroo Island and Southern Adelaide through the seven local offices serving these regions as outlined above.

As such, the Southern Services Directorate provides these services to an estimated population of 670 533 people.

The directorate has 194.9 FTE staff as at 30 June 2012.

Residential care

The Residential Care Directorate is responsible for supporting children and young people in the Minister's care by either supporting or directly providing quality placements with appropriate supports and therapeutic services. It provides for a range of short, long-term and more intensive care options.

The directorate has 303.5 FTE staff as at 30 June 2012.

Statewide Services Directorate

The Statewide Service Directorate is responsible for directly providing specialist services such as inter-country adoptions, placement supports for refugee unaccompanied minors, and coordinating core direct services that need to have a whole-of-division focus or to work across directorate boundaries, such as placement services, the Child Abuse Report Line or the after-hours crisis response service.

Statewide Services also has stewardship of the Psychological Services unit because of both the specialist nature of the services provided and the cross-directorate nature of some of the services provided, as well as contracts with and licensing of non-government organisations and the registration of foster carer and relative carers.

The key development tasks for this directorate over the three years 2011-12 to 2013-14 is to enhance the placement services area to have a broader focus on assessments to support appropriate alternative care placements and central oversight role of alternative care intakes and discharge.

The directorate has 222.4 FTE staff as at 30 June 2012.

Key Families SA statistics					
	2007-08	2008-09	2009-10	2010-11	2011-12
Number of child protection notifications					
Notifications	31 700	35 641	36 038	35 431	37 434
Screened-in notifications	20 847	23 221	20 298	21 145	19 056
Children on care and protection orders (at 30 June 2012)					
12 month care and protection order	397	349	348	297	375
Guardianship until 18 years	1 551	1 765	1 952	2 114	2 169
Children in alternative care placements (at 30 June 2012)					
Foster care	911	977	1 013	1 032	1 087
Relative/kinship care	663	767	847	985	1 104
Financially assisted adoption	4	3	4	4	5
Families SA residential care	102	88	94	117	100
Non-government residential	29	30	43	45	45
DFC housing	26	40	68	76	103
Non-government emergency	26	55	59	54	46
Other commercial care	4	6	12	5	5
Interim emergency accommodation	80	50	48	50	55

Program directorates

Corporate Services Directorate

The Corporate Services Directorate supports the delivery of services to clients by providing internal advice and services to improve business processes, managing external services which need, for probity reasons, to be kept at arms length from direct service delivery directorates and providing a connection point with the range of shared service providers.

The directorate maintains a focus on reviewing productivity and identifying reallocation opportunities, with a focus on areas such as finance, purchasing, asset management and staffing. Internal services include the areas of information technology, business support, briefings coordination and records management. External service delivery includes areas such as post-care services, freedom of information and complaints handling and civil litigation matters.

Currently, under South Australian emergency management arrangements, Families SA is responsible for coordinating the provision of welfare support services to individuals and families affected by an emergency or disaster. The executive director, Families SA is the state controller for Community Services Functional Services under this legislation. Corporate Services coordinates this activity within the division as well as the relationship other government, non-government and not-for-profit organisations regarding emergency management. The responsibility for this activity is under review as part of the machinery of government changes. The director of Corporate Services is the divisional contact with the various groups within Shared Services, Financial Services and Organisational and Community Development that support Families SA to deliver effective services to clients.

The directorate has 86.2 FTE staff as at 30 June 2012.

Practice and Policy Directorate

The Practice and Policy Directorate is responsible for the division's planning, governance and reporting functions, strategic and operational policy development and driving the practice development agenda.

The purpose of the directorate is to improve client outcomes by strategically linking the key elements of:

- policy development
- learning and practice development
- services development and services planning
- innovation
- quality assurance
- implementation of policy in practice
- planning and reporting.

Within this directorate, the Aboriginal Programs and Service Development team provides strategic oversight and consultancy advice on issues affecting services for Aboriginal people. The unit partners with Aboriginal stakeholders, government agencies and the community to ensure the services provided through other directorates integrate the needs of Aboriginal people.

The directorate develops strategic and operational policy and develops key performance indicators relating to the care and protection of vulnerable children and families. Other functions include planning, research and evaluation, external reporting and strengthening the division's focus on performance analysis and improvement, consistent policy implementation and integrated service delivery to create better outcomes for clients.

As the lead directorate for Families SA in the strengthening and development of practice, the directorate aims to:

• encourage practice innovation and creativity

• build on the practice wisdom, knowledge and experience of workers to create a space for practice development and innovation

• use information and knowledge management to inform Families SA workers about practice research, emerging practice trends, patterns, promising approaches and quality outcomes.

As such, it has a relationship with and works in collaboration with principal Aboriginal consultants, principal psychologists, principal social workers and Families SA directors to focus on key areas of practice development

The directorate has 79.9 FTE staff as at 30 June 2012.

Dame Roma Mitchell Trust Fund for Children and Young People

Established in October 2003 by the South Australian Government and South Australian Council of Social Service, the Dame Roma Mitchell Trust Fund for Children and Young People provides grants to:

• eligible children and young people who are, or have been, under the Guardianship of the Minister (under the *Children's Protection Act 1993*), including those with a disability

• eligible children and young people (including those with a disability) who have lived in long-term family care supported by the department under Guardianship of the Minister

All applicants must be under 30 years of age, at the closing date of the funding round.

The Dame Roma Mitchell Grants assist applicants to achieve personal goals, contribute to their health and wellbeing, and to make the most of developmental opportunities.

As from September 2012, DECD provides operational/administration support for the trust funds, grants and the advisory board. There are two funding rounds per year. For 2012:

• Round 1 opened in January and closed in February

• Round 2 opened in August closed in September.

From the February 2012 funding round, $98 804 was distributed to 79 applicants. This included $45 015 from the Disability Deed to children and young people who identified as having a disability.

The September 2012 funding round, $93 846 was distributed to 78 applicants. This included $39 335 from the Disability Deed to children and young people who identified as having a disability.

The February 2013 funding round opened on 12 January and closed on 25 February. The September 2013 funding round will open on 10 August and close on 30 September.

Financial summary

2012

Executive financial summary

The 2011-12 financial year has seen the department implement and progress a number of matters of operational and financial management importance. A significant operational achievement for 2011-12 included the undertaking of necessary system and process reform to allow for transactions of the Families SA directorate to be recorded in the general ledger of DECD commencing from 1 July 2012. Enhancements to systems, processes and reporting tools will continue through 2012-13.

Other key achievements for the 2011-12 financial year included:

• receiving an unqualified audit opinion from the Auditor General in respect to the 2011-12 consolidated financial statements

• meeting the department's budget targets in a context of increasing savings targets and the need for fiscal restraint

• continuing our internal program of training our finance officers and school principals on budgetary and financial management activities

• delivering enhancements to school infrastructure and facilities and establishing science and language centres at secondary schools through the department's capital program

• the continued maintenance of the new student-centred funding model for schools which included additional budget funding to DECD to support the provisions of the enterprise bargaining award for public schools and preschools.

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. Increased levels of compliance with good financial management practices is essential to ensuring the department discharges its financial and legislated obligations and is viewed as important to ensuring the most efficient use of DECD finances.

DECD continues to be financially well positioned to meet its objectives and challenges of the future.

Our income – where our funding comes from

Figure 1 – Controlled income by type $'000
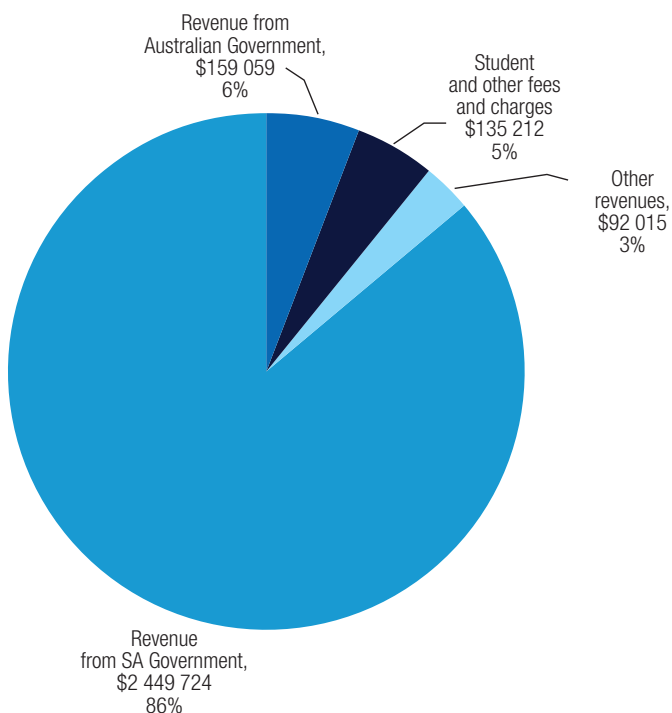
Source: Department for Education and Child Development

Total income received by the department from controlled operations was $2.8 billion, a decrease of $100.5 million from the previous year.

Revenue from the Australian Government decreased by $330 million. This was primarily due to decreases in the *Building the education revolution* initiative, the *Digital education revolution initiative* and receipts associated with trade training centres within schools.

This decrease in revenue was offset by revenue increases in the form of higher appropriation receipts from the State Government ($251.1 million). This amount included funding for the commitments incorporated within the last enterprise bargaining award with teaching staff and funding for the operations of the Families SA directorate that were recognised for the first time as a result of government administrative changes.

In terms of administered revenues, decreases of $61.3 million were experienced, primarily as a result of lower grants being received from the Australian Government for the *Building the education revolution* program. This amount was partially offset by increases in recurrent funding associated with negotiated education plans due to increased enrolments in the non-government school sector.

Our expenditure – how our funds were spent

Figure 2 – Controlled expenditure by type $'000
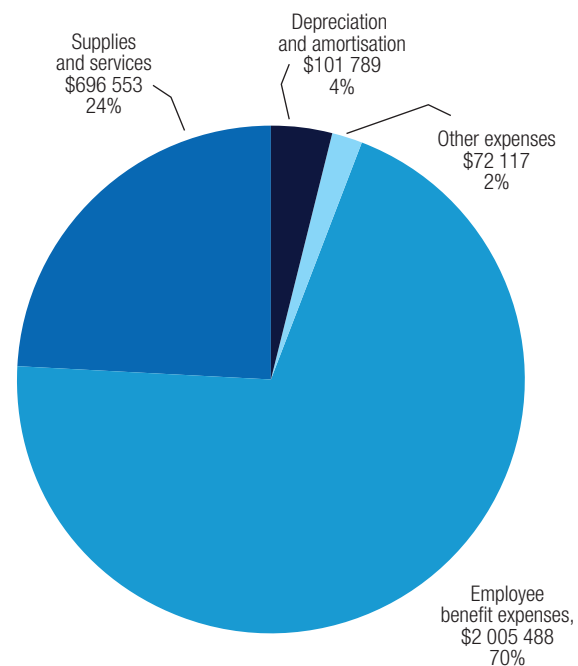
Source: Department for Education and Child Development 2011-12 financial statements

Total controlled expenditure increased by $358.3 million to $2.9 billion compared with the previous year.

Employee benefit-related expenses rose by $258.8 million to just over $2 billion, which primarily was a result of increases in remuneration rates paid under enterprise bargaining agreements and awards, increases in the number of staff employed within the schooling sector and the incorporation of the Families SA Directorate for the first time within the department's financial statements.

Supplies and services expenses increased by $43 million primarily reflecting the inaugural recognition of payments made to assist with the caring of children in care by Families SA.

Depreciation costs increased by $20 million, which reflects the increase in infrastructure assets that were capitalised over the past two years, resulting from the *Building the education revolutio*n program and expenditure associated with the *Education works* program.

Summary of our assets – what we own

Value of total DECD assets
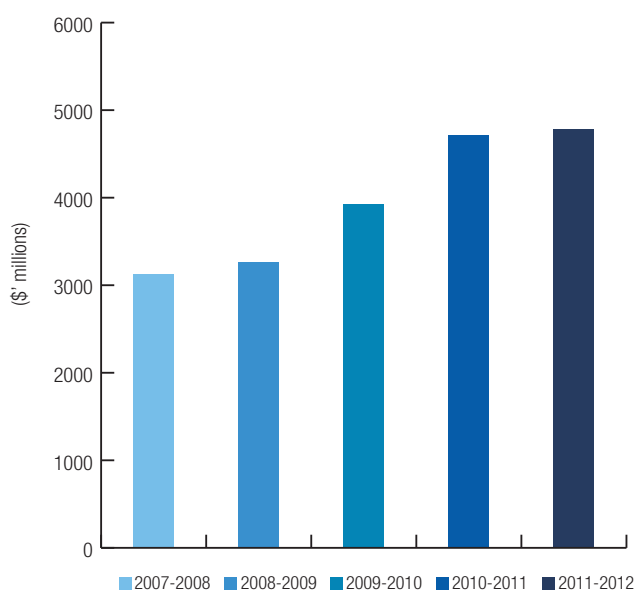
Source: Department for Education and Child Development
2011-12 financial statements

The department recorded assets totalling $4.8 billion as at 30 June 2012, which represented an increase of $77.8 million compared to the previous financial year.

This increase was mainly due to significant capital projects being completed under the *Building the education revolution* program and the recognition of assets transferred to the department as a result of government administrative changes.

Summary of liabilities – what we owe

The department recorded liabilities of $1.1 billion as at 30 June 2012; an increase of $118.7 million compared to the previous financial year. Employee benefit liabilities make up 58% of the total 30 June 2012 balance, with the majority of this year's growth reflected by increases in remuneration rates and externally influenced actuarial assessment changes. Other liabilities include liabilities associated with the repayment of six schools constructed through the Education works program and workers compensation liabilities.

State Budget

The State Budget was released on 31 May 2012 and provided details of the department's expenditure for the 2012-13 financial year. The operating expenditure budget for education and child development services for 2012-13 is $3.016 billion. The Families SA component of this expenditure budget is $300 million. The budget, excluding Families SA, predominantly relates to the expenditure budgets of schools and preschools. This equates to an investment of $14 176 for every government school student.

The investing expenditure budget for the department for 2012-13 totals $173.6 million. Expenditure on new projects in 2012-13 includes:

• provision of new preschool facilities at Quorn Area School, Freeling Primary School, Renmark North Primary School and Coober Pedy Area School

• improving school facilities through the construction and refurbishment of infrastructure at Salisbury East High School and Windsor Gardens Vocational College.

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

Statutory and
other reporting

20
12

Statutory and other reporting

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
- Reporting against the Carers' Recognition Act
- Freedom of information statement
- Audit and Risk Committee
- Reporting against the Whistleblowers Protection Act
- Government school opening and closures

Human resources and government information reporting

Workforce planning

A key focus for DECD is the ongoing improvement of workforce-related data to support improved monitoring, planning and reporting of our workforce. During 2012, a series of workforce profiles were developed and published on our website to provide staff and the wider public with current information on the composition and key trends in the workforce.

Analysis of the Families SA workforce was also a key focus area in 2012 so that accurate data and information can be incorporated into future workforce profiles and workforce planning required for the newly established department. The analysis included:

- a review of recent workforce planning initiatives related to the child protection workforce
- collation of data and information about national and state trends and issues in relation to the demand and supply of social workers and psychologists.

Performance management and development

Our goal is to build and maintain a high-performing workforce, and entrench a successful performance development and management culture within our varied sites.

The new performance and development policy and guidelines, applicable to all DECD employees, were introduced across sites during 2012, including Families SA. Training opportunities were provided throughout the year for site leaders and middle managers to up-skill with regard to conducting professional and performance development conversations. This includes managing difficult conversations with staff and undertaking formal performance management processes.

Two surveys were conducted during the year to determine the extent to which the DECD workforce has participated in a documented performance management review:

- A survey of all DECD teachers and leaders in school and preschool sites was undertaken during the first half of 2012. A response rate of approximately 16% was achieved. Results indicated that approximately three quarters of the respondents had participated in a performance and development process within the last 12 months.

- A survey of all DECD corporate and regional staff was undertaken during the second half of 2012. A response rate of approximately 20% was achieved. Results from this survey indicated that approximately two thirds of the respondents had participated in a performance and development process within the past 12 months.

The principal consultants have provided ongoing advice, support and access to resources and professional development, particularly with regard to managing formal unsatisfactory performance processes. In 2012, they worked with 180 sites involving 262 contacts and cases.

Induction

connectED, the DECD induction expo, was held in July 2012 to welcome new and potential employees to the organisation and communicate the department's strategic directions. More than 330 employees participated in this event – from schools and centres, community sites, regions, Central Office directorates, Families SA and the Child and Family Health Service. This positioned induction as a critical component of our new performance and development framework.

connectED supports the development of all DECD employees by providing access to quality, relevant and contemporary resources and strategic networking opportunities. The annual initiative provides a cohesive platform from which local work site induction can continue to build capacity for employees and strengthen the sense of belonging to the overall organisation.

Professional development review

A comprehensive review of the professional learning undertaken by teachers and leaders began in 2012. The review involves five key elements: a discussion paper for staff, stakeholder consultation, three surveys, a literature review, and a final report. The first four elements of the review were completed in 2012, and the final report is to be provided to the Minister for Education and Child Development in early 2013.

South Australian Institute for Educational Leadership

In May 2012, the Minister for Education and Child Development announced a new South Australian Institute for Educational Leadership (SAIEL) in the discussion paper *Leadership in public education*. The SAIEL will provide current and aspiring educational leaders with information about leadership development opportunities aligned to the *National professional standard for principals*.

Throughout 2012, principals, preschool directors, regional and Central Office staff participated in consultation sessions about the governance structure and future operations of the SAIEL.

An advisory board will be established to provide the chief executive with strategic advice about leadership development in government schools and preschools.

A development centre will also be created as part of the SAIEL, to enable aspiring and current leaders to identify their strengths and priorities for professional development.

Leadership development

We are committed to supporting the learning of leaders and aspiring leaders through a range of leadership development strategies, resources and programs.

Leadership programs were further developed and aligned with the *National professional standard for principals,* catering for the specific needs of principal and preschool director categories: aspiring, new, current and high performing.

These programs consisted of blended professional learning experiences, for example a combination of full-day face-to-face workshops, inter-session activities and online sessions with the following outcomes:

- 130 aspiring leaders participated in the three separate 2012 *QSchool* programs that target the talent pool from the early years, corporate and schools groups
- 58 brand new leaders participated in the five-day *Leaders induction* program

- 36 leaders new to their sites were supported by online coaching

- 15 current principals joined the three-day *Managing school resources* program

- A leadership program for experienced and high-performing principals was developed following research and mapping of current national and international programs targeted to this cohort.

The development of Aboriginal leaders was prioritised with the appointment of a principal with successful experience in the APY lands as a leadership consultant. Outcomes of this appointment have included the establishment of a register of teachers and leaders who identify as Aboriginal/Torres Strait Islander. Invitations and details of all programs were sent to each person on the register, resulting in six people participating in leadership programs.

Mentoring

A pilot mentoring research project was conducted with 17 experienced leaders from three regions. These mentors participated in a full-day face-to-face workshop prior to online sessions and other individual assignments. This pilot informed the development and facilitation of a larger mentoring project. Forty-six experienced leaders participated in accredited mentor training and were linked with 46 aspiring leaders whom they will mentor and host for work shadowing during 2013.

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 (2011-12: $71 582) and activity/registration fees (2011-12: $3 713 110).

Accredited training packages

Accredited training packages continued to be undertaken by the DECD workforce in 2012, delivered by a range of providers.

The DECD registered training organisation, Organisation and Professional Development Services, continued to expand its range of Certificate III, IV and Diploma courses in 2012. This was a direct response to an increased workforce expectation of capability development and formal skills recognition linked to the national early childhood and education reform agendas. In addition, these programs 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.

By December 2012, 364 DECD staff had completed full qualifications. A further 755 staff are currently enrolled in qualifications, which represents a significant increase to previous enrolment figures. Of these, 300 are undertaking the Certificate III in Children's Services qualification. This qualification is being delivered to early childhood workers, schools services offices and Aboriginal childhood education officers who are required to have or be working towards the completion of the certificate by 1 January 2014 under the early childhood national reform agenda.

Programs offered in 2012 included:

- Certificate III in and the Diploma of Children's Services

- Certificate III in Education Support

- Certificate IV in Government (Management)

- Certificate IV in Training and Assessment

- Diploma of Government (Project Management)

- *Skill Set* programs concluded in July 2012, which focused on disability support in the classroom, ICT and research, literacy and numeracy, school services officer leadership, and the EDSAS finance short course

- Certificate IV in Accounting.

Organisation and Professional Development Services was granted an extension of scope to offer further courses in future, including:

- Advanced Diploma of Management (Human Resources) to support site leaders and principals in the areas of leadership, HR and finance

- Diploma of Management

- Certificate IV in and Diploma of Business Administration

- Certificate IV in Education Support focusing on higher levels skills in numeracy and literacy support, and supporting students with learning difficulties and disability.

In July 2012 the Organisation and Professional Development Services successfully applied to register as a *Skills for all* training provider, which enables all DECD programs to access funding from *Skills for all*, beginning in 2013.

Social work conference

In September 2012, Families SA hosted the inaugural *Rising to the practice* challenge two-day conference, which explored practice opportunities and developments in the field of child protection. Two international keynote speakers, Steve Goodman and Isabelle Trowler, opened the conference and outlined their innovative *Reclaiming social work* model of service delivery, which has gained international recognition. The event was attended by more than 350 department and interstate participants.

SA Public Teaching Awards

In 2012, the SA Public Teaching Awards helped to increase public engagement and consequently recognition of the valuable contributions made by dedicated and effective teachers, leaders and support staff in South Australia's public schools and preschools. A record 1 700 nominations were received, with 446 applications submitted and, from these, 69 regional winners were selected.

A professional development award of $20 000 was presented to each of the seven category winners by the Minister for Education and Child Development at the ceremony held on World Teachers' Day in October 2012.

Throughout 2012, winners from the 2011 awards participated in a range of significant development opportunities interstate and overseas that have ultimately benefitted student learning in their schools, clusters and regions.

Early career teachers

Supporting early career teachers was a key priority in 2012. The teacher induction website promotes the *National professional standards for teachers* and contains a teacher resource 'toolbox' in addition to tips for building early career teacher resilience, keeping evidence of work, and reflecting on practice.

Other 2012 initiatives included:

- participating in an Australian Research Council project, launching findings and resources on early career teacher resilience, with the University South Australia, Edith Cowan and Murdoch universities

- mentoring projects matching high-quality experienced teachers to early career teachers on the APY Lands and early career science teachers in the Limestone Coast region

- online resources to support leaders and teachers move from graduate to proficient national professional standard.

Lead teachers

The Step 9 classification continued through 2012 with a total of 5 775 employees in this category by December 2012.

Advanced Skill Teachers 2 (AST2s) assessments continued in 2012 with 30 applicant teachers: 20 were successful, eight withdrew and two were unsuccessful. This brings the total number of AST2s to 194.

Teacher leaders were supported by a range of professional opportunities designed to build capacity including the Induction recall mentoring program, twilight professional development sessions, scholarships and 'spotlight on' practice sessions.

Teacher quality

The *Improving teacher quality* reform areas are ambitious strategies and initiatives to develop a quality teaching workforce. These aim to support improved learning outcomes for all students, including support for disadvantaged, Indigenous, rural/remote or students in hard-to-staff schools or hard-to-staff subject areas. DECD has partnered with the Australian Institute of Teaching and School Leadership to research and capitalise on the national standards frameworks, such as the *National professional standards for teachers*, *National professional standard for principals* and the Australian Curriculum. The *Improving teacher quality* reform areas have included improved:

- pay dispersion to reward quality teaching

- reward structures for teachers and leaders who work in disadvantaged Indigenous, rural/remote and hard-to-staff schools

- in-school support for teachers and leaders, particularly in disadvantaged Indigenous, rural/remote and hard-to-staff schools

- continual improvement program for all teachers

- Indigenous teachers' and school leaders' engagement with community members.

School centres for excellence

The school 'centres for excellence' have confirmed that extended teaching experiences for final year pre-service teachers is an effective strategy to attract high quality graduates to SA government schools. Extended professional experience scholarships were offered in low-SES schools with potential to recruit and select high quality final year education students through the teaching application process.

The school 'centres for excellence' attracted 30 final year pre-service teachers in 2012. Of the 48 scholarship recipients in 2011, 32 have been employed in DECD after participating in a school 'centres for excellence' program.

Teacher Education Taskforce

The Teacher Education Taskforce membership is comprised of nominees from teacher education program providers: Flinders University, the University of Adelaide, University of South Australia, and each of the schooling sectors (Catholic Education SA [CESA], Association of Independent Schools SA [AISSA], and DECD).

Four monographs were publically released by the taskforce in June 2012 as a record of taskforce activity to date, and to promote further discussion and identify areas for action, including:

- issues of supply and demand

- improving professional experience for pre-service teachers

- Aboriginal pathways into teacher education.

Teacher recruitment and selection policy

The *Teacher recruitment and selection* policy introduced in 2011 has supported the department's strategy to consolidate and regenerate the public sector teacher workforce.

Increased opportunities are provided for graduates and contract teachers to gain stable employment in the metropolitan area, and a country-to-city guarantee is available to qualifying teachers.

Approximately 700 new teachers were recruited to permanent employment with the department commencing at the beginning of the 2012 school year. Five hundred and ninety-two permanent teaching positions were advertised in metropolitan and country locations during 2012. These positions will commence in 2013.

The policy provides schools with increased stability and greater input in to the selection of teachers who are best able to meet the needs of their students and communities.

Teacher attraction and retention programs

Smarter Schools National Partnership: Communities Making a Difference

This national partnership has enabled the department to expand programs and projects 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 following projects implemented in 2012 provided funding to enable more than 300 South Australian teachers and leaders to participate in professional development and employment opportunities:

- Local innovation projects support new approaches to recruitment and selection, with a focus on early career teachers and aspiring leaders

- Customised attraction and retention incentives target hard-to-staff positions

- School 'centres for excellence' for pre-service and mentor teachers.

Department initiatives

DECD funds a range of existing programs that provide incentives to attract and retain high-quality pre-service and in-service teachers and leaders in targeted areas of workforce need in SA public schools. Program participants are provided with financial support and pathways to employment.

Pre-service programs in 2012 recruited 66 new participants:

- *Aboriginal pathways into teaching* pilot program: 10 Aboriginal employees will participate in this new program, commencing early 2013. Participants will select one of the pathways in the new teacher education programs provided by the University of South Australia and will also receive significant financial support from the department throughout the period of study, including the Amy Levai Aboriginal Teaching Scholarship

- *Aboriginal teaching* scholarships: open to Aboriginal people undertaking a teacher education program in any area of teaching

- *Country teaching* scholarships: open to teacher education students studying specialist senior secondary subject areas including mathematics, chemistry, physics, technology studies, agricultural science and home economics

- *New beginnings* scholarships: open to career change professionals 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: 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.

Retention programs included:

- The *C Change* program, an initiative that provides financial incentives for teachers to take up maths and science curriculum leadership positions in hard-to-staff schools. Nine schools were involved in the program in 2012: Port Augusta Secondary School, Roxby Downs Area School, John Pirie Secondary School, Kadina Memorial High School, Grant High School, Tintinara Area school, Bordertown High School, Fremont Elizabeth City High School and Christies Beach High School

- The *Upskilling* program, which supported 31 teachers to undertake training in home economics – food and textiles throughout 2012. Six teachers received financial support towards courses to up-skill in areas of identified need by their school including special education, librarianship, woodwork and hospitality.

Aboriginal community education officers

Engaging Aboriginal parents and local communities is crucial to improving the educational outcomes of Aboriginal children and students. Aboriginal community education officers

(ACEOs) are employed in schools and in regional offices. 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.

During 2012, 44 ACEOs undertook training in Certificate IV in Community Development at the Aboriginal Access Centre, Adelaide, with a further 13 ACEOs undertaking the training at the Aboriginal Access Centre, Noarlunga.

In December 2012, 15 school-based ACEOs were offered permanency and all accepted the offer. Seven ACEOs were selected to participate in the new *Aboriginal pathways into teaching* pilot program that started in early 2013.

Traineeship program

DECD has a *Trainee recruitment* strategy that includes facilitating and delivering support to trainees in learning the skills needed to perform on the job and gain a nationally recognised qualification at the Certificate III level or above.

During 2012, 20 trainees were employed in various vocations as part of the DECD *Traineeship* program in metropolitan and regional locations. Four trainees were located in corporate sites, 15 in school sites and one in a childcare centre.

Trainees were recruited to full-time and part-time traineeship positions. Traineeships are offered for one to two years full-time depending on the level of qualification undertaken.

By the end of 2012, five trainees had successfully completed their traineeships and were successful in gaining employment: three within South Australian Government departments and two within the private sector.

Trainees nearing completion of their traineeship are provided with career pathway opportunities and are encouraged to register on the SA Government's *Skills for all* skills register. In addition, Aboriginal trainees are supported in their application for the SA Government's Aboriginal Employment Register.

Teach SA

Teach SA, announced in 2010 and launched in 2011, is a program to increase the number of qualified maths and science teachers in public schools.

The program is funded until June 2014 and aims to:

- *Recruit* up to 40 new senior maths, physics and chemistry teachers to DECD

- *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 without subject qualification.

The program includes the provision of post graduate accredited training for all participants, and significant support for the participant and their school including release time and funds for the school to embed the learning more widely through coaching and/or mentoring.

In 2012, seven final year maths and science education graduates were recruited through the *Recruit* strand to teach in hard-to-staff metropolitan and country locations and will commence in 2013. A further 20 career change professionals have commenced their pre-service education and will qualify to teach senior maths, physics or chemistry. Two have completed their course and will commence teaching in January 2013 with the remaining 18 to commence teaching in July 2013.

In January 2012, the second cohort for *Reskill* commenced with the third cohort commencing in July 2012. Participants for cohort 4 were selected and will commence in January 2013. A total of 63 middle school maths teachers commenced or completed the *Reskill* strand to date, with a further 27 to start in January 2013.

Eighteen participants successfully completed the *Retrain* strand.

Teachers and leaders work review

During 2011, the Australian Education Union (AEU) SA Branch, the Public Service Association (PSA) and DECD progressed a joint review of teachers and leaders work. The outcomes of the review informed education enterprise bargaining negotiations during 2012 and will continue to be overseen through a joint workload monitoring group.

Enterprise bargaining

The SA Government made a three-year offer to unions, education and care employees on 14 November 2012 on salary and employment conditions. Key features of the offer included:

- three per-annum salary increases of 3% for all staff

- additional $500 increases to base salary in October 2012 and 2013 for ATS2 and Step 9 teachers. Step 9 teachers will receive a nationally competitive salary of $91 782 by October 2014

- paid maternity and adoption leave provisions increased from 14 weeks to 16 weeks, and from 18 to 20 weeks for employees with more than five years' service

- new two-band leadership structure for schools and preschools from the start of the 2013 school year

- greater employment security for schools services officers and early childhood workers through revised employment definitions for casual and temporary work

- new top pay increment of $1 000 above the current top increment for Level 1 and 2 school services officers who obtain recognised qualifications

- funding security for schools under the student-centred funding model through an updated funding commitment.

A ballot was held with staff in December 2012 and 97% of those who voted supported the offer. The agreement was lodged with the Industrial Relations Commission of South Australia on 17 December 2012 for approval.

Code of ethics

Ten *Code of ethics* newsletters were distributed to all DECD staff from May-December 2012 as well as published on the department's website. Their purpose is to further guide and support employees about the *Code of ethics for the South Australian public sector*, particularly the expectations of the standards of professional conduct and ethical behaviour in practice.

The newsletters covered a range of topics, for example acceptance of gifts and benefits, outside employment, and handling official information, and summarised key responsibilities for staff and managers, as well as providing links to relevant scenarios and further resources.

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 2012.

Employees appointed under the Education Act account for the largest number of employees in the department, followed by those appointed under the Public Sector Act, Children's Services Act, South Australian Government Services Award, South Australian Government Transport Workers' Award and South Australian Government Health Etc. Ancillary Employees Award.

As at the last pay day in June 2012, the department had 28 401 employees, or 22 689.7 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, the South Australian Government Transport Workers' Award and the South Australian Government Health etc Ancillary Employees 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 58.0% of the workforce were aged 45 years and over.

Of the total workforce, 15 216 or 53.6% worked full time and 13 185 or 46.4% were part-time employees.

Female employees made up 75.5% of employees, while 24.5% 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 2012.

Children's Services Act

There were 1 878 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 449 full-time and 1 429 part-time employees.

Female employees made up 98.1%, while 1.9% 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 16 661 employees employed under the Education Act (excluding school services officers and Aboriginal education workers (Aboriginal community education officers)) consisting of 10 940 full-time and 5 721 part-time employees.

Of the total Education Act workforce (excluding school service officers and Aboriginal education workers), 71.1% were female and 28.9% were male.

School Services Officers (Government Schools) Award

There were 5 885 employees employed under the School Services Officers Award, consisting of 1 252 full-time and 4 633 part-time employees.

Female employees made up 87.4%, while 12.6% were male.

Aboriginal Education Workers Award

There were 291 employees employed under the Aboriginal Education Workers Award, consisting of 94 full-time and 197 part-time employees.

Female employees made up 78.0% of employees, while 22.0% 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 3055 employees employed under the Public Sector Act, consisting of 2 329 full-time and 726 part-time employees.

Female employees made up 74.4%, while 25.6% were male.

South Australian Government Services Award, South Australian Government Transport Workers' Award and South Australian Government Health etc Ancillary Employees Award

There were 631 employees employed under the South Australian Government Services Award, South Australian Government Transport Workers' Award and South Australian Government Health etc Ancillary Employees Award consisting of government services employees, bus drivers and health ancillary workers.

Of the total government services employees, bus drivers and health ancillary workers, there were 152 full-time and 479 part-time employees.

Female employees made up 18.4%, while 81.6% were male.

Note:
'Full-time' is considered those greater or equal to 0.98 full time equivalent (FTE).

On 21 October 2011 the Department for Education and Child Development (DECD) was established as part of the Machinery of Government initiative. All data reported for the 2011-12 financial year is for the total DECD workforce. This is the first year that we have reported as the new 'DECD' department including Families SA transitioned employees and Education and Children's Services employees. Figures are therefore not directly comparable with previous years. The Families SA profile includes employees who were actively employed or on short-term paid leave.

All executives by age and gender profile June 2012

Age category	Gender		
	Males	Females	Total
Under 35	0	1	1
35 - 44	19	13	32
45 - 54	58	95	153
55 plus	137	188	325
TOTAL	214	297	511

Note: Executives are defined as employees who receive a total salary equivalent to $106 608 per annum or more (equating to EL1 minimum under the public service structure). 'Deputy principals' at PCO4 classification level meet the 'executive salary threshold' but are excluded as they are not considered part of DECD's Executive group. Excludes employees on leave without pay.

This is the first year that we have reported as the new 'DECD' department including former Families SA employees and Education and Children's Services employees, therefore figures in this table are not directly comparable with previous years.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Employee numbers, gender and status

Profile of persons, fraction of time (FTE) and gender as at the last pay day in June 2012 and excludes employees on leave without pay

Persons	28 401	
FTEs	22 689.7	
Gender	**% Persons**	**% FTEs**
Male	24.5	26.3
Female	75.5	73.7
Number of persons separated from DECD during the 2011-2012 financial year	1 829	
Number of persons recruited to DECD during the 2011-2012 financial year	2 688	
Number of persons on leave without pay at 30 June 2012	1 147	
Number of board and committee members	90*	

* Of the 90 board and committee members, 22 government employees in accordance with DPC Circular 16, did not receive any remuneration for board/committee duties during the financial year.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Number of employees by salary bracket as at the last pay day in June 2012

	Male	Female	Total
$0 - $51 599	1 668	6 778	8 446
$51 600 - $65 699	1 208	4 160	5 368
$65 700 - $84 099	2 545	7 493	10 038
$84 100 - $106 199	1 291	2 690	3 981
$106 200 plus	237	331	568
TOTAL	**6 949**	**21 452**	**28 401**

Note: Excludes employees on leave without pay

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Workforce profile by gender and legislative act or award as at the last pay day in June 2012

	Male	Female	Total	%
Education Act	5 616	17 221	22 837	80.4
Public Sector Act	783	2 272	3 055	10.8
Children's Services Act	35	1 843	1 878	6.6
SA Government Services Award, South Australian Government Transport Workers' Award and SA Government Health Etc. Ancillary Employees Award	515	116	631	2.2
TOTAL	**6 949**	**21 452**	**28 401**	**100.0**

Note: Excludes employees on leave without pay

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Status of current appointment (position) held by employee as at the last pay day in June 2012

	Persons				
Gender	Ongoing	Short-term contract	Long-term contract	Other (casual)	Total
Male	3 076	1 666	1 136	1 071	6 949
Female	9 890	5 416	2 341	3 805	21 452
TOTAL	**12 966**	**7 082**	**3 477**	**4 876**	**28 401**

	FTE				
Gender	Ongoing	Short-term contract	Long-term contract	Other (casual)	Total
Male	2 940.3	1 485.9	1 102.1	437.6	5 965.8
Female	8 557.6	4 463.6	2 199.3	1 503.5	16 723.9
TOTAL	**11497.9**	**5 949.4**	**3 301.3**	**1 941.1**	**22 689.7**

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.
Individual cells may not match overall totals due to rounding.
Due to a technical problem with how the 'status of current appointment (position)' field was populated in the VALEO payroll system, 'short-term contract' and 'other (casual)' were reported incorrectly in previous years. Previous years' data is therefore not comparable wth 2012 onwards.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Employees – age profile as at the last pay day in June 2012

Age bracket	Number of employees (persons)			% of DECD employees*	% of South Australian Workforce**
	Male	Female	Total		
15-19	27	62	89	0.3	6.4
20-24	292	827	1 119	3.9	10.4
25-29	595	1776	2 371	8.3	11.0
30-34	569	1826	2 395	8.4	10.1
35-39	625	2 096	2 721	9.6	10.3
40-44	613	2 619	3 232	11.4	11.0
45-49	688	2 801	3 489	12.3	11.5
50-54	898	3 454	4 352	15.3	11.4
55-59	1 454	3 482	4 936	17.4	9.4
60-64	872	1917	2 789	9.8	5.5
65+	316	592	908	3.2	3.0
TOTAL	**6 949**	**21 452**	**28 401**	**100.0**	**100.0**

Notes: * Due to rounding of figures, totals may not add up to 100.0 per cent
**Australian Bureau of Statistics Australian Demongraphic 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: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

All executives by status in current position, gender and classification as at the last pay day in June 2012

Classification	Ongoing		Contract tenured		Contract untenured		Total				
Public Sector Act	M	F	M	F	M	F	M	% of total	F	% of total	TOTAL
Executive Level F	0	0	0	0	1	0	1	0.2%	0	0.0%	1
Executive Level A	0	0	0	0	0	1	0	0.0%	1	0.2%	1
SA Executive Service Level 1	0	0	0	0	13	13	13	2.5%	13	2.5%	26
SA Executive Service Level 2	0	0	0	0	6	4	6	1.2%	4	0.8%	10
Sub-Total	0	0	0	0	20	18	20	3.9%	18	3.5%	38
Education Act											
Principal PCO9	0	0	6	13	1	0	7	1.4%	13	2.5%	20
Principal PCO8	0	0	7	9	2	0	9	1.8%	9	1.8%	18
Principal PCO7	0	0	13	12	0	2	13	2.5%	14	2.7%	27
Principal PCO6	0	0	28	20	0	0	28	5.5%	20	3.9%	48
Principal PCO5	0	0	44	51	2	1	46	9.0%	52	10.2%	98
Principal PCO4	1	0	35	80	3	1	39	7.6%	81	15.9%	120
Superintendent	0	0	4	2	0	0	4	0.8%	2	0.4%	6
Curriculum Superintendent	0	0	1	5	0	0	1	0.2%	5	1.0%	6
Regional Director	0	0	6	5	1	0	7	1.4%	5	1.0%	12
Assistant Regional Director	0	0	10	9	0	0	10	2.0%	9	1.8%	19
District Improvement Coordinator	0	0	0	1	0	0	0	0.0%	1	0.2%	1
Manager Regional Services	0	0	5	14	0	1	5	1.0%	15	2.9%	20
Education Act negotiated conditions	0	0	22	48	3	5	25	4.9%	53	10.4%	78
Sub-total	1	0	181	269	12	10	194	38.0%	279	54.6%	473
TOTAL	1	0	181	269	32	28	214	41.9%	297	58.1%	511

Profile includes employees who were actively employed or on paid leave.

This is the first year that we have reported as the new 'DECD' department including former Families SA employees and Education and Children's Services employees. Therefore figures in this table are not directly comparable with previous years.

Notes: An executive has been defined in accordance with the DPC Circular PC013. Totals may vary from other published information due to variations in definitions used. Executives here are defined as employees who receive a total salary equivalent to $106 608 per annum or more (equating to EL1 minimum under the public service structure). 'Deputy principal' at PCO4 classification level meet the 'executive salary threshold', but are excluded as they are not considered part of the DECD Executive group. Excludes employees on leave without pay.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Sick leave, family carers leave and miscellaneous special leave with pay (financial years)

Leave type	Financial year				
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Average number of sick leave days taken per full time equivalent employee	5.9	5.9	5.8	5.9	6.1
Average number of family carer leave days taken per full time equivalent	0.3	0.4	0.4	0.4	0.4
Average number of miscellaneous special leave with pay days taken per full time equivalent	5.3	5.6	5.5	5.5	5.0

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: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Number of Aboriginal and/or Torres Strait Islander employees as at the last pay day in June 2012

Salary bracket	Aboriginal employees	Total employees	Percentage Aboriginal	% Strategic benchmark*
$0 - $51 599	334	8 446	4.0	2.0
$51 600 - $65 699	198	5 368	3.7	2.0
$65 700 - $84 099	134	10 038	1.3	2.0
$84 100 - $106 199	56	3 981	1.4	2.0
$106 200 plus	7	568	1.2	2.0
TOTAL	**729**	**28 401**	**2.6**	**2.0**

Notes: *Benchmark from South Australia's 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: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Cultural and linguistic diversity of the workforce as at the last pay day in June 2012

	Male	Female	Total	% of DECD	% SA Community*
Number of employees born overseas**	354	988	1342	4.7	20.3
Number of employees who speak language(s) other than English at home**	58	143	201	0.7	16.6

Notes: * Benchmarks from ABS Publication Basic Community Profile (SA) Cat No. 2001.0, 2006 census. Data have been generated from 2003 OCPE 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: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Types of disability (where specified) as at last pay day in June 2012

Disability	Male	Female	Total	% of DECD
Disability requiring workplace adaptation**	118	221	339	1.2
Physical**	48	96	144	0.5
Intellectual**	0	2	2	0.0
Sensory**	7	8	15	0.1
Psychological/psychiatric**	68	112	180	0.6

Note: **According to Section 4 of the *Commonwealth Disability Act 1992*. A person may have multiple
disabilities and therefore are counted more than once in the above table.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Total number of employees with disabilities as at last pay day in June 2012

Male**	Female**	Total**	% of DECD
131	252	383	1.3%

Note: **According to Section 4 of the *Commonwealth Disability Act 1992*. Number of employees who have reported this information.

Voluntary flexible working arrangements by gender as at last pay day in June 2012

Arrangement	Male	Female	Total
Purchased leave*	6	15	21
Flexitime*	288	907	1195
Compressed weeks*	5	24	29
Part-time	2 061	11 124	13 185
Job share*	0	13	13
Working from home*	2	4	6

Note: 'Part-time' are employees who work less than 0.98 full time equivalent (FTE).
* This information is currently collected for the Families SA transitioned employees. The department is
currently investigating methods to collect this information for the rest of the department.
A person may have more than one flexible working arrangement therefore will be counted in each category. The above table is not a unique employee count.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2012

Occupational health, safety and injury management

The *Machinery of Government* changes announced on 21 October 2011 resulted in the transfer of the Department of Education and Children's Services and Families SA (from the Department for Communities and Social Inclusion) to the new Department for Education and Child Development.

DECD is committed to providing safe and healthy workplaces for all employees, children, students and visitors and supports safety management as a core value. It is also committed to supporting the South Australian Government's *Zero harm* vision for the public sector. This is reflected in the department's *Occupational health, safety & welfare and injury management* policy, which establishes a consultative structure and process, enabling consultation with health and safety representatives and committees on issues relating to health and safety. The policy also provides effective occupational rehabilitation programs and case management practices that utilise early intervention and collaborative processes to support injured employees return to safe and sustainable work.

DECD employs specialist expertise to manage the claims and return to work process as well as a dedicated safety team to strategically manage safety and wellbeing programs across the department. Initiatives including the *Employee assistance* program, ChemWatch, early notification of injury, early intervention program and return to work assistance, contribute in preventing and minimising the impact of any hazards and work-related injury.

The department continually seeks to review performance in safety and injury management, and systems are evaluated and monitored through regular reporting including statistical and audit reports as well as external evaluation by WorkCover SA and SafeWork SA. A range of information management and systems are used to monitor and report on trends, claims, costs, hazards, incidents and targets in a range of performance indicators.

A comprehensive review of the department's safety and injury management systems was completed in 2012. A range of improvement strategies were approved to further support a positive health and safety culture throughout the department, and implementation started in 2012. Improvements include enhancement to the department's incident reporting system as well as developing and extending the use of new technologies for information, communication and training.

Safety and workers compensation performance

The government *Safety and wellbeing in the public sector strategy 2010-2015* (SWIPS) provides the framework for continuous improvement in SA public sector workplace safety and injury management until 2015.

In accordance with the *Machinery of Government* changes, the historical trends and SWIPS performance targets as of the March 2012 quarter were adjusted for the changes. As at 30 June 2012, DECD was meeting two out of the 13 SWIPS targets and is within 5% of meeting another three targets.

As at 30 June 2012, the actuarial valuation of workers compensation gross outstanding liability was $103.7m. The actuary has estimated an increase of $7.5m (7.8%) in the net outstanding liability from last year. The increase in the outstanding liability has arisen from:

- an improvement in claims experience, this resulted in a reduction of $5.4m (or 7.8%) in net liability
- revised economic conditions (lower earnings, CPI and interest rates), this resulted in an increase of $7.6m (or 7.9%) in net liability
- natural growth, this resulted in an increase of $5.3m (or 5.5%) in net liability.

Meeting safety performance targets[3]

	Base: 2009-10	Performance: 12 months to end of June 2012 *			Final target
	Numbers or %	Actual	Notional quarterly target **	Variation	Numbers or %
1. Workplace fatalities	0	0	0	0	0
2. New workplace injury claims	893	963	804	159	670
3. New workplace injury claims frequency rate2011/2012 financial year	24.81	26.49	22.33	4.16	18.61
4. Lost time injury frequency rate ***	12.42	13.76	11.18	2.58	9.32
5. New psychological injury frequency rate	4.42	4.38	3.98	0.40	3.32
6. Rehabilitation and return to work:					
6a. Early assessment within 2 days	22.28%	33.16%	80.00%	-46.84%	80% or more
6b. Early intervention within 5 days	83.74%	86.39%	90.00%	-3.61%	90% or more
6c. LTI have 10 business days or less lost time	52.91%	56.63%	60.00%	-3.37%	60% or more
7. Claim determination:					
7a. New claims not yet determined, assessed for provisional liability in 7 days	44.00%	61.78%	100.00%	-38.22%	100%
7b. Claims determined in 10 business days	72.86%	77.67%	75.00%	2.67%	75% or more
7c. Claims still to be determined after 3 months	6.08%	3.81%	3.00%	0.81%	3% or less
8. Income maintenance payments for recent injuries:					
2009-10 Injuries (at 24 months development)		$4 797 375	$4 212 501	$584 875	Below previous 2 years average
2010-11 injuries (at 12 months development)		$2 815 555	$2 174 515	$641 040	Below previous 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 (LTI) 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.

OHS notices and corrective action taken

Number of notifiable occurrences pursuant to OHS&W Regulations Part 7 Division 6	15
Number of notifiable injuries pursuant to OHS&W Regulations Part 7 Division 6	80
Number of notices served pursuant to OHS&W Act s35, s39 and s40 (default, improvement and prohibition notices)	9

DECD gross workers compensation expenditure for 2011-12 compared with 2010-11

EXPENDITURE	2011-12 ($m)	2010-11 ($m)	Variation	% Change + (-)
Income maintenance	$ 11.3 m	$ 10.7 m	$ 0.6 m	5.8%
Lump sum settlements Sect.42	$ 2.7 m	$ 2.1 m	$ 0.6 m	30.4%
Lump sum settlements permanent disability – Sect. 43	$ 0.7 m	$ 0.8 m	-$ 0.1 m	-10.5%
Medical/hospital costs combined	$ 4.6 m	$ 3.9 m	$ 0.7 m	18.8%
Other	$ 1.3 m	$ 1.0 m	$ 0.3 m	26.0%
Total claims expenditure	$ 20.7 m	$ 18.5 m	$ 2.2 m	11.7%

Data required as part of statutory reporting responsibilities

Overseas travel

Reasons for travel	Destination	Number of staff	Total cost to DECD
Business development/ marketing	China, Thailand, Vietnam, Brazil, Mexico, South Korea, Germany, Italy, Austria, Switzerland, Hong Kong	26	$302 266.41
Professional development	Sri Lanka, India, Hong Kong, Japan, Spain, Italy, Bhutan, United Kingdom, the Netherland, Germany, New Caledonia, Canada, USA, Vietnam, Indonesia, France, Thailand, China, Israel, Qatar, Greece, New Zealand, Portugal	113	$666 274.89
Professional development (International Baccalaureate)	Singapore, Hong Kong, Thailand	13	$47 842.57
Professional development (Teacher exchanges)	USA, United Kingdom, Canada, Switzerland	10	$997 513.68
Sister school visits	Japan, China, Malaysia, Indonesia, France	33	$267 531.32
Student excursions	Singapore, Japan, South Korea, France, United Kingdom, Belgium, Malaysia, Cambodia, Vietnam, Italy, Austria, Switzerland, Argentina, Canada, New Caledonia, Spain, China, Germany, Indonesia	84	$669 454.81
Conduct of official DECD business	China, United Kingdom, Singapore, Hong Kong, Vietnam, India, Canada	22	$222 621.96
Total		301	$3 173 505.64

Accounts payable performance

The accounts payable statistics for the department for the 2011-12 financial year are shown below. These figures exclude Families SA, where financial transactions for the period 1 January to 30 June 2012 were processed by the Department for Communities and Social Inclusion.

	Number of accounts paid	% of accounts paid (by number)	Value of accounts paid	% of accounts paid (by value)
Paid by due date	88 828	74.69%	$1 583.558 m	89.962%
Paid late but within 30 days of the due date	22 328	18.77%	$133.850 m	7.604%
Paid more than 30 days from the due date	7 774	6.54%	$42.849 m	2.434%
TOTAL	118 930	100%	$1 760.257 m	100%

Contractual agreements over $4m

Contract	Purpose of contract	Total
ASIA MOTORS (AUST) PTY LTD.	Purchase of school buses as part of *School bus replacement* program	$4 529 914.40

Consultancies undertaken during 2012

Financial year	Number of contracts entered	Value of consultancy contracts entered	Number of consultants paid	Expenditure
2011-2012 (Controlled)	4	$97 840	7	$121 008
2011-2012 (Administered)	2	$19 545	2	$15 600

Source: 2011-12 DECD Financial Statements

Controlled consultants

As at 30 June 2012, the department has disclosed in the controlled financial statements the use of six different consultants during 2011-2012 to perform seven different consultancies.

As at 30 June 2012, the total expenditure of the seven consultancies recognised within the controlled financial statements in 2011-2012 is $121 008 (GST excl.).

The six consultants were:

• Aurecon Australia Pty Ltd
• A Breath of Fresh Air (ABFA – Mark Priadko) Pty Ltd
• Ms Eleonora De Michele
• Mr Ken Francou
• Mr Ronald Murphy (engaged for two consultancies)
• PKF Accounting (SA) Pty Ltd.

Consultant: Aurecon Australia Pty Ltd. Original contract entered into 2006-2007. 2011-2012 expenditure was $1 850 (GST excl.)

Service: Aurecon Australia (previously called Connell Wagner) was initially engaged to provide advice and assistance in establishing a services infrastructure Public Private Partnership (PPP). They remain engaged to provide lead

advisory consultancy services to support the department in Stage 6 of the new schools PPP project (design development, construction monitoring and commissioning).

Consultant: A Breath of Fresh Air Pty Ltd (ABFA – Mark Priadko). Contract entered into 2011-2012. 2011-2012 expenditure was $5 700 (GST excl.)

Service: ABFA was engaged by Families SA to review and provide advice on possible new structure of administrative services within the proposed Residential Care directorate.

Consultant: Ms Eleonora De Michele. Contract entered into 2011-2012; 2011-2012 expenditure was $29 581 (GST excl.)

Service: Ms Eleonora De Michele was engaged by Families SA to review and provide advice on appropriate treatment and case management of a northern Adelaide family.

Consultant: Mr Ken Francou. Contract entered into 2010-2011. 2011-2012 expenditure was $32 850 (GST excl.)

Service: Ken Francou was engaged to review the workload of teachers and leaders. The services provided identification of tasks and assessment of whether responsibility is assigned to appropriate teachers, identifying the designation of appropriate staff to undertake tasks, reviewing administrative roles and reviewing the allocation of support staff.

Consultant: Mr Ronald Murphy. Two contracts entered into 2011-2012. 2011-2012 expenditure for the two contracts was $21 739 (GST excl.)

Service: Ronald Murphy was engaged to undertake a review of technology studies requirements. This incorporated considering and reporting on the likely future Australian Curriculum Assessment and Reporting Authority direction including workshop requirements and reviewing both interstate and independent education authority technology studies provisions.

Consultant: PKF Accounting (SA) Pty Ltd. Contract entered into 2010-2011. 2011-2012 expenditure was $29 288 (GST excl.)

Service: PKF Accounting was engaged to provide probity advisory services for the new bus services contracts covering the methodology of proposed services, capability and experience, proposed staff, customer service and timeframes.

Administered consultants

DECD has used the services of two consultants in 2011-2012 to perform two consultancies disclosed in the administered financial statements.

As at 30 June 2012, the total expenditure of the two consultancies recognised within the administered financial statements in 2011-2012 is $15 600 (GST excl.).

The two consultants were:

- FSE Consulting
- PKF Accounting (SA) Pty Ltd.

Consultant: FSE Consulting. Contract entered into 2011-2012; 2011-2012 expenditure was $5 600 (GST excl.)

Service: FSE Consulting was engaged to perform a risk management assessment for the establishment of the Office of Non-Government Schools and Services. The consultant was requested by the Office of Non-Government Schools and Services to assist in planning and skills development for the office staff during 2012.

Consultant: PKF Accounting (SA) Pty Ltd. Contract entered into 2011-2012; 2011-2012 expenditure was $10 000 (GST excl.)

Service: PKF Accounting was engaged to undertake a review of data repositories currently utilised within the Office of Non-Government Schools and Services.

Energy use and sustainability

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.

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 was completed in 2012 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

By December 2012, 278 government schools had completed a range of energy efficiency projects in Round 1 (2009-10), Round 2 (2010-11), and Round 3 (2011-12) and individual school funding arrangements 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 improve their energy efficiency and reduce mains water usage (total NSSP funding of over $11 million).

The projects included the following examples of energy efficient measures: solar power systems, rain water tanks, solar hot water systems, energy efficient lighting and sensors, timers and thermostats.

A further 72 schools were funded for Round 4 (2012-13). Total funding for Round 4 is $1 847 387 million, which is the final funding round of the program.

Energy efficiency and energy use

DECD (schools, preschools and corporate) improved its building energy efficiency by 8.59% between 2000-01 and 2011-12. This value was calculated based on business measures that have changed significantly or are currently incomplete in this reporting period.

Whilst the DECD energy efficiency improved overall, electricity usage in schools and preschools increased in 2012 due to the additional plant and equipment installed on sites as part of the *Building the education revolution* (BER), and *Digital education revolution* (DER) and *Capital works* programs.

Water efficiency and water use

The department continues to work with government schools and preschools to reduce consumption and improve water efficiency. This is assisted through irrigation scheduling and water use under the Irrigated Pubic Open Space Code of Practice, and the connection of schools irrigation systems to Aquifer Storage and Recovery (ASR) schemes in the Salisbury, Tea Tree Gully and Playford Council.

Fraud report 2012

No.	Nature of inquiry	Administrative disciplinart measures	Referred to other agencies/units	Resulted in prosecution	Recovery
1	Theft	**Case 1** Theft of funds conducted by external parties.	SAPOL	No	Nil
1	Potential fradulent contracting/purchasing	**Case 1** Referred to Investigations Unit	Investigations Unit	Under investigations	Still under investigation
1	Potential misappointment of funds	**Case 1** Local employee no longer employed. Under police investigation.	SAPOL HR	Under investigations	Still under investigation
1	Potential misuse of funds	**Case 1** Nil Investigated. Case closed.	Regional Director	No	Nil
2	**Case 1** Potential misappropriation of fundsw **Case 2** Potential fradulent contracting/purchasing	**Case 1 and 2** Matters subject to Internal Investigation (IU)	Investigations Unit	Under investigations	Still under investigation
1	Obtained salary by presenting suspected false medical certificates	**Case 1** Matters subject to Internal Investigation (IU)	Investigations Unit	Under investigations	Still under investigation
1	Potential fradulent contracting/purchasing Potential misuse of funds *Printer cartridge matter*	**Case 1** Resigned under investigation. Not to be employed.	Investigations Unit/ Crown (included proposed referral to SAPOL)	Under investigations	Still under investigation
2	Potential fradulent contracting/purchasing *Printer cartridge matter*	**Case 1** Nil at this time. Currently under investigation **Case 2** Suspended during investigation.	Investigations Unit Investigations Unit Crown SAPOL	Under investigations Under investigations	Still under investigation Still under investigation
4	Potential fradulent contracting/purchasing	**Case 1** Nil at this time. Currently under investigation. **Case 2, 3 & 4** Nil at this time. Currently under investigation.	Investigations Unit Investigations Unit Ombudsman	Under investigations Under investigations	Still under investigation Still under investigation
2	Falsification of attendance data to claim fees	**Case 1** Removed from DECD FDC register while under investigation **Case 2** Monitoring	Legislation and Legal Services SAPOL Legislation and Legal Services	Under investigations Under investigations	Still under investigation N/A

Audit and Risk Committee

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 members of senior management and two independent external members. The committee membership changed in August 2012 to reflect the new agency structure.

South Australia 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 2012, the ARC focused on the following:

- Corporate governance frameworks: The committee considered and provided advice regarding the department's policy framework to ensure required strategic policies were addressed and connections made between legislative requirements, the new strategic plan, the governance framework, the planning framework, and the policy framework. The committee reviewed the key strategic document for the department *New directions for change*

- 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 recommends 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

Pursuant to Section 7 of the *Public Sector Act 2009*, four responsible officers were appointed by the department for the purposes of the *Whistleblowers Protection Act 1993*.

During the year ending 31 December 2012, there were no disclosures received under the *Whistleblowers Protection Act 1993.*

Asbestos management report 2012

For assets registered in SAMIS

Category	No. of sites	Category description	Interpretation one or more item(s) at these sites...
1	5	Remove	Should be removed promptly
2	141	Remove as soon as practicable	Should be scheduled for removal at a practical time
3	214	Use care during maintenance	May need removal during maintenance works
4	254	Monitor condition	Has asbestos present. Inspect according to legislation and policy
5	118	No asbestos identified / identified asbestos has been removed	All asbestos identified as per OHS&W Regulation 2010 (Division 2 - Asbestos)
6A	4	Further information required	Asbestos items are missing recommended actions
6B	168	Further information required	These sites not yet categorised

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.

Urban design charter

DECD continued to engage with local and state planning authorities to progress the ideals embodied in the urban design charter.

In 2012, consultants engaged by the department finalised demographic studies of growth areas detailed in the Government's 30-year growth plan. Consultation was undertaken by the consultants with local councils and the Department of Planning Transport and Infrastructure.

The information contained within the consultant's reports will assist the department 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.

Disability action plan

The department does not have a new disability action plan for 2012. For further details of the 2011 plan, see the 2011 annual report at www.decd.sa.gov.au > About the department > Annual report.

In 2013 the whole-of-government development of an access and inclusion plan is being led by the Department of Communities and Social Inclusion. The plan will be a guide to ensuring agencies are conscious of the needs of people with a disability and reflect this in the design and implementation of all programs, as well as spelling out legislated requirements, and promoting best practice and innovative initiatives.

Reporting against the Carers' Recognition Act

Relationships, partnerships and networks with organisations that represent carers

The Aboriginal, Student and Family Services Team represents DECD and actively participates in:

- Young Carers Australian Research Council Linkage project
- Young Carers in Education Working Group
- 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 represents or provides 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)
- South Australian Carers Reference Group (DECD representative)
- Whole of Government Carers Implementation Group (DECD representative)
- School counsellor networks (DECD Central Office representative/professional support))

- Grandparents for grandchildren networks (DECD 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 DECD strategic plan 2012-2016 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 that ensure the safety and wellbeing of all students including young carers.

EXAMPLES:

- Attendance policy
- School discipline policy guidelines
- Responding to abuse and neglect – update training

1.2 Assigned responsibility for implementing the requirements of the *Carers Recognition Act 2005* as it relates to the provision of servicest

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 Student, Aboriginal and Family Services unit 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.

EXAMPLES:

- Awareness raising and promotion of the Young Carers Association through training and development sessions conducted by the DECD Student, Aboriginal and Family Services unit, as well as regional and site-based personnel

- Promoting the Young Carers Association by DECD Student, Aboriginal and Family Services unit 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 Recognition 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 state-wide 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 DECD 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

- A link to carers information is available on the 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 Student, Aboriginal and Family Services unit 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.

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.

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 Student, Aboriginal and Family Services unit 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.

2.3 Informing carers and external stakeholders of consultation processes and support participation

- DECD Student, Aboriginal and Family Services unit 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 DECD 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 Student, Aboriginal and Family Services unit 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 Student, Aboriginal and Family Services unit personnel support the collection of this data and further promote the initiative

- 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.

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 DECD strategic plan 2012-2016 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.

EXAMPLES:

- Attendance policy

- School discipline policy

- Child protection guidelines

- 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).

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

- State-wide training promoting supportive practices for teachers and students eg, *Your classroom – safe, orderly and productive*

- State-wide 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 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.

2. Carers health and wellbeing is critical to the community

- 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 Student, Aboriginal and Family Services unit 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.

DECD Regional Support Services, including Aboriginal education support staff, work collaboratively with schools and/or refer through interagency collaboration to other agencies to support all students, including carers.

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.

Capital programs and asset services

Capital works

The *Capital works* program delivers new and refurbished facilities for teaching, learning and care facilities and community residential care to support 21st Century teaching and learning for students from birth to Year 12 across the State.

Currently DECD has more than 86 active projects (excluding the *Building the education revolution* (BER) program and *Education works* Stage 1 projects) with a combined value of over $315 million, which created some 2 000 jobs.

Detailed design and tenders were called for the first of two new community residential care facilities to be constructed within the southern suburbs on part of the former Morphett Vale West Primary School.

The 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* and trade training centres.

Investment in early childhood facilities

New preschool facilities were completed at Smithfield Plains Kindergarten and the Gawler Children's Centre (which is part of the major redevelopment of the Gawler and District College B-12 School) under the *Education works* initiative.

Construction continued on the Lake Windemere Children's Centre and the new Aboriginal children and family centres at Ceduna, Christies Beach and Whyalla.

Construction contracts were called or let for new children's centres located at Aldinga, Darlington, Gilles Plains, Ingle Farm, Port Pirie, and St Agnes. Detailed planning commenced on the design of a new replacement children's centre at Goolwa.

Construction commenced on new facilities to enable the relocation of Jamestown Community Children's Centre and Hamley Bridge Kindergarten onto the Jamestown Community School and Hamley Bridge Primary School campuses.

Detailed design work and tenders were called for the redevelopment of the Kalaya Children's Centre.

Feasibility studies were commenced on the relocation of five preschools onto school sites at Maitland, Port Lincoln, Elizabeth South, Woodville West and Morphett Vale under the $14.4 million *Preschool works* initiative. Eight preschools were identified for feasibility studies to identify the cost estimate in order to address and achieve the National Quality Standards.

Investment in schools

During the course of 2012, work continued on the delivery of 86 *Capital works* projects at the following sites:

Co-located schools:

Athelstone Schools
Craigmore South Schools
Dernancourt Schools
Flaxmill Schools
Hackham East Schools
Happy Valley Schools
Largs Bay Schools
Madison Park Schools
Mitcham Schools
Morphett Vale East Schools
Murray Bridge Schools
Nicolson Avenue Schools
Para Hills Schools
Renmark Schools
Salisbury Heights Schools
Stradbroke Schools
The Pines Schools
West Lakes Shore Schools
Kadina Schools

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

Secondary schools expansions

Adelaide High School
Brighton Secondary School
Glenunga International High School
Marryatville High School

Special school renewal

Ashford Special School
Elizabeth Special School
Kensington Special School
Port August Special School
Riverland Special School
Whyalla Special School

Trade training centres

Capital works also continued on the delivery of 13 Australian Government-approved trade training centres involving 51 schools with secondary enrolments to upgrade specialist teaching areas.

Education works

These new schools have attracted significant student enrolments requiring the planning for the delivery of additional accommodation at both Mark Oliphant College and John Hartley School.

During the course of 2012, work continued on the delivery of 11 *Capital works* projects approved as part of the $82 million *Education works* Stage 2 initiative:

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
Melaluca Park School
Reynella East College
Stirling North Primary/Stirling North Childhood Services
Swallowcliffe School K-7

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 2012, the standard sum that schools were able to recover was $211 for primary students and $281 for secondary students. Governing Councils may also poll their school communities to seek majority support to legally recover an amount greater than the standard sum.

In 2012, the total materials and services charges invoiced by schools is estimated to be around $52 million, and includes an estimated $11.3 million of 'school card' assistance for low-income families.

Government school opening and closures

Government schools closed in 2012, 2 August 2011 to 1 August 2012

Campbelltown Primary School
Charles Campbell Secondary School
Salt Creek Primary School
Tarpeena Primary School

Government schools opened in 2012, 2 August 2011 to 1 August 2012

Felixstow Community School
Charles Campbell College

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