

Department for
Education and
Child Development

ANNUAL REPORT 2013



Government of South Australia

Department for Education and
Child Development

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Front Cover: Thank you
to Maitland Area School.

About this report

Welcome to the 2013 calendar year annual report for the Department for Education and Child Development (DECD)

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 more than 1000 public schools and early childhood services, and their parents and care givers; 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 2 800 children in our care that we support through Families SA; some 28 886 departmental staff including teachers, other school staff, educators, Families SA staff, and staff in local offices and Central Office; unions and representative organisations of staff; and all South Australians.

Approximately 64% of all school students in South Australia are in government schools. In 2011-12 the Australian Government provided 12.8% (\$347 million) of the annual recurrent expenditure for government school education in South Australia. This excludes the one-off funding for specific Australian Government initiatives such as national partnership agreements.

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 six main chapters that cover the spectrum of public education and child development, child health and child protection services in South Australia.

The 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 process of bringing these services to the public under the new portfolio took place by January 2012.

Mission

DECD's mission is to deliver a world-class education, child development and child protection system that supports all South Australian children to be safe, healthy and happy, with the best chances to learn and become confident and successful adults. We work to strengthen South Australian families and children to achieve their best, and create 'every chance for every child'.



Strategic directions

Planning for a new, comprehensive DECD strategic plan that recognises the breadth of the whole of DECD's functions took place during 2013, with the new strategic plan set to be completed before July 2014. This strategic plan describes what improvements DECD will deliver to the South Australian community over the next four years, and the key initiatives put in place to achieve them.

This annual report also includes a significant section about our department, which details 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*.

There is a financial summary and a chapter that incorporates all statutory reporting required by the government.

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

Please note that the term 'Aboriginal' used in this report 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 2012-13, 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 2013.

The Hon Jennifer Rankine MP
The Minister for Education and Child Development

Dear Minister

In accordance with the *Public Sector Act 2009*, the *Public Finance and Audit Act 1987*, and the *Education Act 1972* I am pleased to present to you the Department for Education and Child Development *Annual Report 2013* for presentation to Parliament.

The report outlines the achievements and performance of the agency for the calendar year ended 31 December 2013.

The report also presents information on the department's finances and human resources relating to the 2012-13 financial year. Please note that the department's full financial statements are available in a separate document online at www.decd.sa.gov.au > About DECD > Annual reports.

In the past 12 months the department has continued its important reform work that focuses on improving service delivery for children, young people and their families and working together with partners both in government and outside of government to create a seamless service and care experience.

Through the *Brighter Futures* initiative, and our mandate to protect children and to help them to thrive, agency reform has touched every area of DECD. Families SA in particular has continued to roll out its

significant *Redesign* initiative, which will transform the way it interacts with children, young people and their families in the future.

DECD also developed a State numeracy and literacy strategy in 2013. Other work has focused on continuing to empower local sites to act and make their own decisions where appropriate, within the context of the broader system.

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

I would like to also acknowledge the ongoing work that has occurred in sites such as preschools, early childhood services and schools this year, as well as the 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 ongoing contributions towards improving opportunities for all children and young people.

Yours sincerely

Tony Harrison
Chief Executive
Department for Education and Child Development
31 March 2014

Executive summary

For further summaries of departmental achievements, see the chapter summaries on pages 57, 72, 94, 121 and 130.

Redesign of Families SA

Families SA is aiming to transform its operating model to deliver a family-focused child protection system that prioritises family preservation, achieved by supporting children and young people to remain in the care of their families whenever it is safe to do so. The Families SA *Redesign* began in March 2013.

Birth-18 numeracy and literacy strategy

DECD's numeracy and literacy strategy *Great start, strong foundations, powerful learners: A numeracy and literacy strategy from Birth-18* was released in April 2013 following an extensive consultation and development process.

Premier's Reading Challenge

During the year, 126 738 students from 688 schools completed the Challenge, more than 95% of all schools. Since 2004, 1 018 637 awards have been presented. There were 85 898 government school students who completed the Challenge in 2013, an increase of 1.57% from 2012.

National Quality Framework (NQF)

As at December 2013, 87% of assessed DECD early childhood services were rated at *Meeting NQS or higher*. Three DECD services are among the first four services nationally to be awarded the Australian Children's Education and Care Authority (ACECQA) *Excellent* rating, the highest rating a service can achieve under the NQF.

Child and Family Health Service (CaFHS)

CaFHS 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. More than 400 employees provide services and support in more than 120 centres across South Australia. In 2013 a significantly revised Blue Book (child health record) was released, more than 18 000 universal contact visits were conducted, and more than 1500 families were supported at any one time in the *Family home visiting* program. Almost 261 000 'parent easy guides' (PEGs) were distributed on request, including 19 720 Aboriginal and 32 620 migrant PEGs.

VET in the SACE

SACE completion report statistics show that 5558 students completed their SACE with a vocational education and training component in 2013, equivalent to 41% of SACE completers. The *Industry skills* program aims to engage students and enable them to connect with post school training pathways leading to Certificate III qualifications. At October 2013 there were 255 industry pathways programs leading to Certificate III pathways in 106 schools, with more than 10 000 students enrolled.



About the

Department for Education
and Child Development

About the department

DECD was established to bring together the key functions of government that deliver services for children and their families. Our focus is to improve children and young people's education, safety and developmental outcomes from birth through their transition to adulthood.

Public education is at the core of the department and we recognise that the success of public education depends on mutually beneficial partnerships with parents and families, community, tertiary providers, industry, government and non-government organisations.

DECD's other critical functions are child protection through the Office for Child Safety and Families SA, and health and wellbeing services through the

Women's and Children's Health Network, which are aimed at all newborn babies and children up to four years old. These services provide essential foundations for young South Australians to thrive.

The DECD workforce is one of the biggest in South Australia with 28 886 people including teachers, school support staff, educators, and Families SA staff across regional offices and Central Office.

The State contributes to or manages a range of national partnership agreements that have been agreed by the Council of Australian Governments (COAG). For more information about our national objectives, see page 36.

Key education and care functions

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.

To provide services that benefit children and families

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

To lead and manage South Australia's education system

DECD 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.

To provide the State's statutory child protection service

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

DECD services

The model below shows the support DECD provides children and families based on need.

Supports and services available to all children, families and communities

Supports and services available to vulnerable children, families and communities

Supports and intensive services for children, families and communities with indicated problems

Supports and mandated services

Mandated services supports and alternative care



Our partners

We value and work towards strong, effective partnerships with parents and families, community, tertiary providers, industry, government and non-government organisations.

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

Through Families SA, we work with children and families and other government and non-government stakeholders in the child protection system, providing services including out-of-home care, foster care, 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 page 110.



Brighter futures 2012-13

Brighter futures was a key platform for achieving change in the department across a specified span of time. The program was completed in January 2014.

Finding and developing new ways of working together for the benefit of children and families – both across the department as well as with government and non-government partners – was the main impetus behind *Brighter futures*. Through consultation and research, the department identified that transforming our internal culture, service delivery practices, processes, roles and systems were fundamental needs in improving outcomes for children and families. While *Brighter futures* will not achieve any or all of these changes individually, it will start a process that will continue through 2014 and onwards.

Five benefits

1. Higher standards of **achievement** for children and young people
2. Improved **health and wellbeing** outcomes for children and young people
3. Better family and carer **support** for children and young people
4. Stronger community-led **engagement** in determining local provision
5. Greater emphasis on the **views** of children and young people in shaping policies and practices that affect them.

Working with a five-year timeframe in mind to achieve benefits for children and families, the department identified:

- ✎ easier access to a range of local community-based services
- ✎ children and families contributing to the design of those services
- ✎ working in partnership with local providers to meet the needs of children and young people as important indicators of the success of *Brighter futures*.

Overarching themes

A number of overarching themes have emerged in the *Brighter futures* process – these apply to educational sites as well as Families SA and other family health-focused areas of DECD. The need for:

- ✎ strong, collaborative leadership
- ✎ maximising resources for children and young people
- ✎ effective communication of best practice research
- ✎ system-wide use of technology
- ✎ capturing and listening to the voice of young South Australians.

Education and child development (ECD) local partnerships – autonomy and responsibility

A local partnerships model was developed through *Brighter futures* and during 2013 the planning and research required to implement the model was a key project.

The local partnerships model aims for a 'self-improving school system' with distinct advantages flowing from collaborative work. It is expected to be an evolving, developmental process that requires both energy and commitment from site leaders and educators to move beyond the current school clusters and informal partnerships.

All government schools and preschools (842 sites) are part of an ECD local partnership. Resources (including staff) will be used more effectively, providing efficiencies and savings to both the local partnership sites and to the whole department. A number of positions will be disbanded and others will be created to support the local partnerships model. For further details see page 13.

Brighter futures projects

The following projects were initiated under the *Brighter futures* banner – classified below under their main theme:

Better schools and preschools

- ✎ Defining educational standards/B-18 numeracy and literacy strategy
- ✎ National education funding reform implementation/Resource application and accountability
- ✎ Strengthening DIAf (DECD *Improvement and accountability framework*)
- ✎ Leadership program for preschool and school leaders
- ✎ Students informing SA teaching.

F ... What is new about these ECD local partnerships is that schools and preschool groups will work together with the local community with a shared goal of raising standards and improving teaching and learning...

Service delivery and planning

- ✎ Community engagement
- ✎ Population planning
- ✎ Integrated support services
- ✎ One child one plan
- ✎ Agency approach for priority groups (Supporting those who need it most)
- ✎ Families SA *Redesign*

New and integrated ways of working together – Central Office supporting local decision making

- ✎ Incident management
- ✎ Integrated operational policy framework/ DECD governance framework/Integrated planning and monitoring framework
- ✎ Office realignments (see page 18 for an organisational structure chart).

Each of the *Brighter futures* projects has a central focus on organisational alignment, evidence informing practice, improvement and accountability, workforce development, the strategic use of resources, effective communication, and strengthening local decision-making.

All our services and resources will be based on a population planning approach that focuses on the longer-term needs of children and young people. This work will be assisted by partnerships with other agencies and will be informed by local priorities and solutions.

For a final report of the achievements of *Brighter futures*, visit http://www.decd.sa.gov.au/brighterfutures/pages/news/46024/&n_id=1597

Education and Child Development (ECD) local partnerships

Through *Brighter futures*, the department's platform for change in 2013, in 2014 the existing regional-based structure will be replaced by some 60 ECD local partnerships across the State.

The local partnerships model aims for a 'self-improving school system' with distinct advantages flowing from collaborative work.

All government schools and preschools (842 sites) are part of an ECD local partnership.

Adelaide – Prospect

Anangu Lands

Barossa SCP 1

Barossa SCP 2

Barossa SCP 3

Beach Road

Berri & Barmera

Blue Lake

Campbell

Central East

Central Eyre

Coorong & Mallee

Far West

Fleurieu

Flinders

Heysen

Holdfast

Kangaroo Island

Lower Mid North

Loxton & Waikerie

Marion Coast

Marion Inland

Mid North Clare

Mitcham Hills

Mitcham Plains

Mt Lofty

Murraylands

Nora Creina/Canunda

Northern Yorke

Panalatinga

Pirie Plus

Playford A

Playford B

Playford C

POGS (Partnership of Greenhills South)

Port Adelaide / Enfield A

Port Augusta

Port Lincoln

Renmark

River Hub

Salisbury – A

Salisbury – B

Salisbury – C

Salisbury – D

Sea & Vines

Southern Yorke

Tatiara/Wrattonbully

Tea Tree Gully A

Tea Tree Gully B

Tea Tree Gully C

The Gums

Torrens Valley

Upper Mid North

Upper North 2

Valley

Western Group A

Western Group B

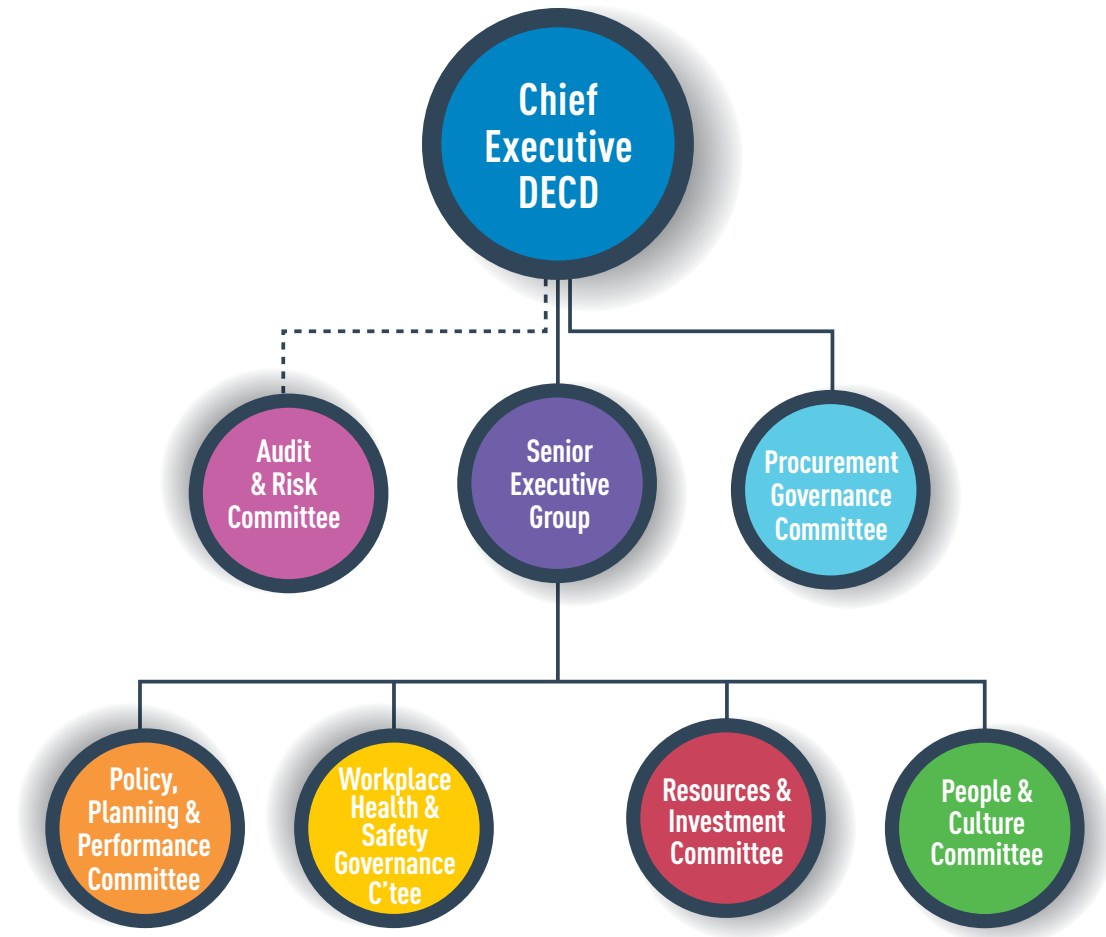
Western Group C

Western Group D

Whyalla Cluster



DECD governance framework



South Australian 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 governance structure was revised in 2012 to include senior management representation from both Families SA and the Women's and Children's Health Network via the Head of Primary and Population Health. The Central Office governance structure was revised again late in 2013 in response to recommendations from both the DeBelle and Allen reports and will be reflected in the department's *Governance framework*, available at

<https://www.decd.sa.gov.au/sites/g/files/net1261/f/decd-governance-framework.pdf>

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

DECD upholds and incorporates the following principles of good governance:

- ✎ **Accountability** – being answerable for decisions and having meaningful mechanisms in place to ensure separation of governance and management responsibilities

- ✎ **Transparency/openness** – having clear roles and responsibilities and clear procedures for making decisions and exercising authority
- ✎ **Integrity** – acting impartially, ethically and in the interests of those we serve and not misusing information acquired through a position of trust
- ✎ **Stewardship** – using every opportunity to enhance the value of the public assets and institutions that have been entrusted to our care
- ✎ **Efficiency** – ensuring the best use of resources to further the aims of the organisation, with a commitment to evidence-based strategies for improvement
- ✎ **Leadership** – achieving an agency-wide commitment to good governance through leadership from the top
- ✎ **Stakeholder participation** – ensuring there are effective mechanisms in place to engage stakeholders in decision-making processes.

The DECD *Governance framework* has six essential elements:

1. **Strategy, planning and monitoring** – there is a common understanding of our vision and a clear sense of purpose and direction, underpinned by sound planning and resource allocation to deliver quality services and improved outcomes for children and young people
2. **Effective and appropriate committee structures** – functions, structures and culture that align with our organisational goals through quality leadership and sound governance
3. **Accountabilities** – clear and transparent accountabilities through legislative compliance, information management and corporate reporting
4. **Risk management and assurance** – managing risk is part of our daily activities and is supported by a robust risk management framework

5. **Transparency and disclosure** – communication with internal and external stakeholders is open and transparent occurring within well-defined and managed relationships. Policies, procedures, guidelines and standards are clear, accessible and well understood
6. **Public sector citizenship** – there is a clear set of values and behaviours to guide our conduct in all our endeavors that are supported by a code of conduct and a management compliance framework.

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

Governance structure

DECD has established a number of governance committees to advise and support the Chief Executive in discharging responsibilities.

Senior Executive Group

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

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

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)

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*).

Powers have also been delegated to the Minister for Education and Child Development by the Minister for Health and Ageing in accordance with an instrument of delegation of 14 December 2011 under the *Administrative Arrangements Act 1994*. The instrument of delegation operates only in relation to the *Child and youth health* program delivered by the Women's and Children's Health Network and replicates powers and functions of the Minister for Health and Ageing. These Machinery of Government changes were detailed in the 2012 DECD Annual Report.

Public accountability

There are a number of avenues for members of the public to raise concerns and seek review of the decisions of the department.

Responding to concerns and complaints

DECD works in partnership with children and families to resolve any concerns and complaints that they may have about services provided by the department.

Children, parents and carers are encouraged to raise concerns or complaints directly with staff members at local sites. Sometimes matters may require resolution from site leaders.

To ensure there is an objective and consistent system for managing complaints and concerns, DECD has an Education Complaint Unit, which:

- ✎ provides advice and support to children, parents and carers about their concern or complaint
- ✎ objectively reviews complaints that have not been resolved at a site or regional level.

The Customer Relations Unit in Families SA has a similar function in assisting children, parents and carers to resolve concerns or complaints.

Children and young people in care may also seek assistance through advocacy bodies such as the Office of the Guardian for Children and Young People or the CREATE Foundation.

Children, parents and carers are entitled to expect that their concern or complaint will be responded to in a courteous, respectful and timely manner. At any point in the process children, parents and carers have the right to refer the matter to an external agency, such as the South Australian Ombudsman.

DECD planning and reporting framework

A new DECD strategic plan is being developed and is being informed by the views of the more than 9000 children, parents, community members, staff and stakeholders who have participated in *Brighter futures* and *Every chance for every child* events over the past 18 months.

The DECD *planning and reporting* framework was developed to support the effective implementation and monitoring of the strategic plan at all levels of the department and continued implementation of integrated reforms in 2014. It opens the way for the department to identify, plan and implement education and child development priorities for children and families across South Australia.

People at all levels of the department will be able to do their jobs more effectively and monitor and report on their achievements, allowing the department to answer the questions 'are we achieving what we intended' and 'are we making a difference'?

The framework was endorsed by the Senior Executive Group (SEG) in October 2013, and will be implemented within the department's new governance arrangements through 2014-2016.

Leadership in DECD

During 2013 the previous chief executive, Keith Bartley, resigned and a new chief executive, Tony Harrison was appointed. As part of the *Brighter futures* reforms and with the appointment of a new chief executive, the structure of Central Office was also revised. The details are shown in the diagram, over page.

As at 31 December 2013, the department's Senior Executive Group (SEG) was the overarching management structure and its functions are described on page 14.

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.

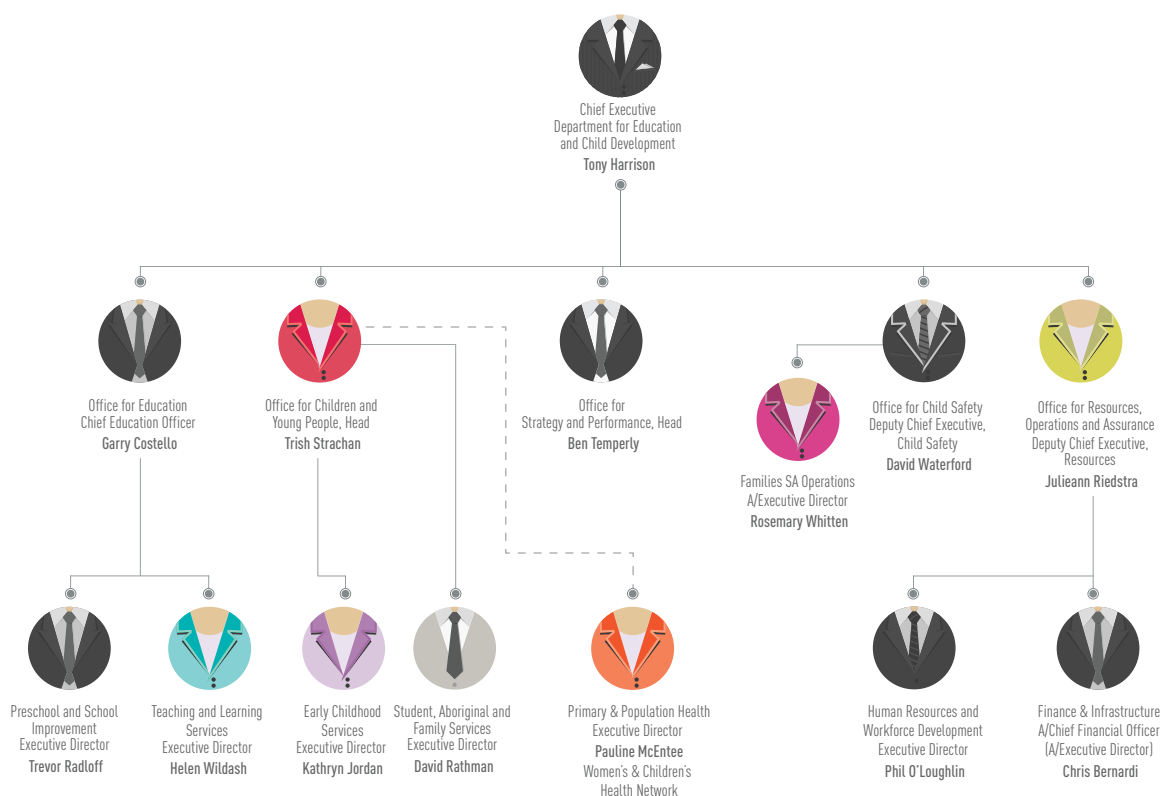
Policy, strategy and performance

Unleashed – an open data event

The GovHack 2013 national open data event included a number of locations around Australia with participation from federal, state and local governments. The competition included national and local prizes. The SA Department of the Premier and Cabinet and the Office of the Chief Information Officer led work for South Australian Government agencies to make data available for *Unleashed* – the Adelaide arm of the national GovHack, held over 31 May-2 June 2013. This was the first time that SA government agencies participated in the national competition, identified as a 90-day acceleration project as part of the *Public sector renewal* program.

Senior Executive Group

as at 31 December 2013



DECD released a number of data sets for use in *Unleashed*, and sponsored a prize under the competition's *Every chance for every child* strategic priority category. The local community statistics that DECD released related to the Australian Early Development Index (AEDI) data 2009 and 2012, numbers of dependent children broken down by family income from the Australian Bureau of Statistics (ABS) census, aggregated 2012 enrolments in SA government schools and preschools by age group, and service location/contact information. The data provided was made available in machine readable format on www.data.sa.gov.au, and remains online.

Competitors came together for 48 hours to produce applications, visualisations, and web interfaces using government and community data as a base. A number of Adelaide competitors won national prizes, and the SA Government won a prize as best government contributor. Information about the event, including details of the winners is available at www.govhack.org/2012/12/13/govhack-2013-goes-national/.

Middle Years Development Instrument

The Middle Years Development Instrument (MDI) is the first survey of its kind in Australia where there is a focus on children's developmental health and wellbeing, school experiences and what children do with their time after school. The MDI is unique because it records children's own voices in the middle years of school. It asks children how they think and feel about their experiences both inside and outside of school. The MDI aligns with Goal 2 of the Melbourne Declaration on Educational Goals of Young Australians:

"All young Australians become successful learners, confident and creative individuals and active and informed citizens."

The 76-item survey includes questions that focus on five areas of development:

- ✎ Social and emotional development
- ✎ Connectedness
- ✎ School experiences
- ✎ Physical health and wellbeing
- ✎ Use of after-school time.

A research trial of the MDI took place in Term 4, 2013 in South Australia. The following regions were involved in the research trial:

- ✎ Western Adelaide
- ✎ Eastern Adelaide
- ✎ Eyre and Western
- ✎ Yorke and Mid North
- ✎ Northern Adelaide
- ✎ Southern Adelaide
- ✎ Heysen Cluster.

The research trial involved 170 schools in South Australia and 22 schools in Victoria (Government, Catholic and Independent). Just over 6000 students completed the survey. The majority of students were in Year 6, however, a small number of students in Year 5, 7, 8 and 9 also completed the survey.

Communications

In 2013, DECD's Strategic Communications Unit (SCU) led the communications activities for the State Government's *Every chance for every child* (EC4EC) strategic priority, including promoting this through a presence at the Adelaide Royal Show and through the creation of the EC4EC website. SCU also led the communications for DECD's *Brighter futures* initiative and provided communication support for the launching of the department's new numeracy and literacy strategy, including developing the *GreatStart* (www.greatstart.sa.edu.au) website.

The SCU consolidated Families SA communication initiatives into the broader communication program for the department, with highlights including managing the Foster and Kinship Carers Week events and the UniSA *Research* evening in August, and reinstating the *Links* newsletter to carers.

DECD's online communications environment was enhanced in 2013 with 53 new websites completed and 266 school websites refreshed. The department provides an enhanced online support service to schools.

Every chance for every child

During 2013 DECD continued as the lead agency for *Every chance for every child*, one of the State Government's seven priority areas. The focus of this strategy is to help young South Australians to have the best chance to learn and become confident and successful adults. As part of this work, DECD has engaged with and consulted children and families 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.

Goals

- ✎ To make it easier for families to access child health and development services
- ✎ To improve the safety and protection of children in our State
- ✎ To establish a focus on learning and achievement for young children
- ✎ To ensure South Australia is recognised internationally as being child-friendly.

Focus areas

- ✎ Children are born healthy
- ✎ Confident, engaged parents and families
- ✎ Healthy child development and wellbeing
- ✎ Quality early learning.

Achievements in 2013

- ✎ The *Healthy kids* learning package was released to support health practitioners with child development through an e-learning tool
- ✎ A kids program was held as part of the 2013 Adelaide Writers Week featuring award winning children's writers and illustrators
- ✎ A 'hands on' children's activity space was attached to major exhibitions at the Art Gallery of South Australia
- ✎ Antenatal services for women and their families were provided in two South Australian children's centres
- ✎ The *Love to learn* initiative between The Advertiser Newspapers and DECD was launched in March 2013; it features information and editorials about child development, early learning and hints to support children's learning at home
- ✎ The *Children's map* project was held, where preschool students created their own artwork to map the city of Adelaide, inspired by Reggio Tutta and delivered by Carclew Youth Arts
- ✎ *Strong start*, an infant and family support program that assists first-time mums and their families with high and complex needs started in the Playford Council area
- ✎ A web-based resource for parents of children with disabilities, the *Early intervention* web portal was released to make it easier for families to find online the information they need. (This is a joint Department for Communities and Social Inclusion and Australian Government initiative)

- ✎ A series of community engagement opportunities were supported including the Pregnancy, Babies and Children's Expo in March and The Lollipop Market in May, in addition to a community forum held at Lake Windemere B-7 School
- ✎ 37 playgroups were established in schools to connect parents and young children with schools earlier in life.

For more information, visit

www.decd.sa.gov.au/department/about-department/our-story/every-chance-for-every-child

Independent Education Inquiry (Debelle)

On November 1, 2012, the State Government appointed the Honourable Bruce Debelle AO QC to conduct a review of the actions taken by DECD in response to a serious child sexual offence involving an adult working in a DECD service.

The Independent Education Inquiry (IEI) Report was released on 1 July, 2013 and contains 43 recommendations. The Government accepted all the recommendations in principle.

DECD has direct responsibility for 34 of the recommendations, all of which were responded to by 31 December 2013. The recommendations' main focus is on improving the procedures DECD follows when it responds to very serious critical incidents of this kind. These procedures include the support provided to everyone impacted by an incident, how information is shared with parents to increase the protection of children's safety, the consistency of what actions and decisions must be taken at what particular times and the monitoring of all actions by a central DECD unit, the Incident Management Division formed in July 2013.

The department, Catholic Education SA and the Association of Independent Schools SA jointly adapted Chapter 15 of the IEI Report to produce the guideline *Managing allegations of sexual misconduct in SA education and care settings*.

This guideline directly reflects recommendations made and the procedures of the DECD Incident Management Division. The guideline is available through the link below.

Other recommendations relate to legislative reform, changed procedures between agencies, improved efficiency of criminal history screening services and improved clarity of responsibilities, for example of governing council members.

A summary of the responses to each of the IEI report's recommendations is available at: www.decd.sa.gov.au/department/reviews-and-responses/independent-education-inquiry

DECD will continue its implementation of these recommendations over the next two years.

Peter Allen report on DECD

On 3 July 2013 the Minister for Education and Child Development announced a review into the culture and operations of the Department for Education and Child Development. In commissioning this review, the Minister asked that any recommended changes support a culture of:

- ✎ accurate and timely communication between the head office of DECD and its key stakeholders, school communities and the Government
- ✎ responsiveness of community concerns and expectations
- ✎ accountability and responsibility
- ✎ core service delivery.

The Report to the Minister for Education and Child Development on measures to improve the operation and culture of DECD was undertaken by former Victorian Education Department Chief Peter Allen and was finalised on 27 September 2013. It contains 14 recommendations relating to developing clearer lines of responsibilities and accountabilities, implementing guidelines to ensure the Minister and senior department officers are advised as soon as possible

of any allegation of a criminal act and new strategies to improve leadership within DECD.

The department accepted all recommendations of the review and will continue working towards implementation in 2014. The full report is available at www.decd.sa.gov.au/sites/g/files/net1261/f/peter_allen_review_of_decd.pdf

Education and Early Childhood Services Registration and Standards Board of SA

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

To read the board's annual report visit www.eecsrbsa.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 1000 local school, preschool and childcare communities. These communities provide quality care and education so that every young person has the opportunity to be a successful learner and an active and informed citizen.

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

The need to accelerate better 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 and specifically on page 47.

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.

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 2012 ATSIEAP annual report visit <http://scseec.edu.au/Aboriginal-and-Torres-Strait-Islander-Education-Action-Plan/Action-Plan-Reports-2010-20141.aspx>

National education reform – Better Schools Agreement

On 14 June 2013 the South Australian Government agreed to enter the National Education Reform Agreement with the Australian Government. This agreement included delivery of additional funding to South Australian government schools from 2014-2019.

Following the federal election in September 2013, the new Australian Government indicated that further negotiations would be held regarding funding allocation for 2018-2019.

The additional funding for 2014, over and above that provided for indexation and enrolment growth, totals \$16.6 million. These funds will be used to:

- increase support for students with a disability, with a focus on students with an Autism Spectrum Disorder in mainstream schooling
- develop workforce capacity and capability
- to improve outcomes for students from an educationally disadvantaged or Aboriginal backgrounds in priority areas such as literacy and numeracy, SACE achievement, attendance and behaviour management.

National education legislation

In 2013 DECD took part in extensive consultation on new national legislation arrangements for government and non-government schools.

The *Australian Education Act 2013* was proclaimed on July 9 2013. This legislation sets out policy reforms and the appropriation for government and non-government schools in Australia and is accompanied by regulations and transitional provisions.

Child development legislation

As part of the South Australian Government's *Every chance for every child* strategic priority a discussion paper was released in late 2012 seeking feedback on a proposal to entrench within legislation the importance of children and young people in South Australia. This included proposals for: a set of principles on children and young people's development for South Australia; a Child Development Council to oversee an outcomes framework for children and young people; and seeking feedback on effective local governance.

Following extensive community consultation, an exposure draft Child Development and Wellbeing Bill was developed throughout 2013. The Bill incorporated feedback from stakeholders and the community, including children and young people themselves. The Bill included provision for a Commissioner for Children and Young People for South Australia.

A further two consultation periods were undertaken from 16 August-27 September and 4-24 October 2013 with the latter consultation specifically canvassing the nature of the proposed South Australian Commissioner for Children and Young People.

AEDI (Australian Early Development Index)

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.

Results of the 2012 AEDI data collection were publicly released in April 2013. Principals were able to access their confidential school profile. The 2012 AEDI data has enabled contrast and comparison to the 2009-10 community and school profile data, providing a fresh opportunity for schools, communities and policy makers to look at the most recent data and work collaboratively to enhance early childhood outcomes.

The AEDI team in South Australia worked across the State in partnership with key stakeholders in various communities, to continue to build a more detailed picture of children's development in their community and ways that support children to thrive. Improving children's development across a whole community requires a sustained long-term approach. South Australia has been providing a mix of universal and targeted services for parents and children including the *Universal contact* visit for new mothers and increasing access to preschool. Additionally, a range of innovative programs have been developed to respond to the needs of children and families including playgroups, children's centres, *Learning together*, *Learning together @ home* and the *Strong start* program. Collaboration between all levels of government, early years education and care services, and not-for-profit organisations has resulted in innovative and sustainable approaches to address the developmental vulnerabilities of young children identified in the AEDI data for local communities.

Case studies and community stories were developed during the year as a resource for schools and communities.

Child-friendly SA

The South Australian Government's vision is for South Australia to be recognised nationally and internationally as a family and child-friendly state. It is a key element of the *Every chance for every child* strategic priority.

Child Friendly SA is about implementing the UNICEF Child Friendly Cities international model. As its foundation is the United Nations Convention on the Rights of the Child and children's participation is



viewed as essential in decision-making as a catalyst for improving health, education, safety, wellbeing, active participation, play and leisure outcomes for children and young people.

During 2013, the department worked with the de Lissa Chair in Early Childhood (Research), local government and key partners to involve children and young people in three CFSA 'pilot' communities in Campbelltown, Gawler and Onkaparinga in auditing their communities and the facilities they use. The ideas and suggestions generated by children and young people will be used to support future applications for formal Child Friendly SA recognition.

The Minister for Education and Child Development signed a memorandum of understanding with UNICEF Australia in September 2013 to recognise the Child Friendly partnership and provide a commitment to developing an accreditation model likely to have national application.

The community audits have so far involved over 500 children and young people spanning age groups from 3-18 years of age.

During 2014 the Child Friendly SA initiative will move to the next phase in the three pilot communities as they formally begin the journey towards official UNICEF Child Friendly accreditation.

Report on the education regions in 2013

Adelaide Hills region

Good news

- ✎ There was strong local support for regional learning teams for leaders
- ✎ There were positive reports and results from several local schools including Birdwood High School middle school program and the *Inverbrackie Education* program
- ✎ Mt Barker High School's positive psychology approach has had a strong impact on local schools and the community
- ✎ A career strategy program within the Adelaide Hills Trade Training Centre was piloted.

Professional learning

- ✎ All local sites developed 'assessment for learning' practices
- ✎ Curriculum workshops were offered in a range of areas including Pat R and Pat M online training, Running Records, mathematics, history, geography, moderation, *Literacy for learning*, Australian Curriculum, *Natural play*.

Literacy and numeracy news

- ✎ NAPLAN 'reading' results were the highlight at all levels and had the highest mean result overall
- ✎ Running Records targets continued to be met.

Retention and attendance

- ✎ All sites worked towards the State target of an average attendance rate of 93%; 91.3% was achieved, 0.7% better than 2012
- ✎ 17 sites had an attendance rate of greater than the DECD target and only three sites had attendance figures under 90%
- ✎ Retention rates from years 8-12 remain relatively stable from 2012 to 2013.

Barossa region

Good news

- ✎ Special options facilities expanded in four sites
- ✎ The National Quality Standards audits showed Tanunda Kindergarten 'exceeding' and two other sites 'improved'
- ✎ Local schools were involved in a pilot project – *Children's voices*
- ✎ The Kapunda, Eudunda, Nuriootpa Trade Training Centre was involved in developing automotive, engineering and construction courses
- ✎ The Barossa & Lower North *Trade school for the future* increased the range of school-based apprenticeships

Professional learning

- ✎ There was a focus on numeracy training in the region including four specific school programs plus one preschool program
- ✎ There were two separate training sessions held on Dyslexia
- ✎ *Guiding circles* training focused on a career pathways for Aboriginal students
- ✎ Industry-relevant training was delivered to the region's teachers to expand VET options for secondary students.

Literacy and numeracy news

- ✎ Several whole-school numeracy agreements were entered into
- ✎ There were significant improvements in Aboriginal participation in NAPLAN testing in years 5, 7 & 9
- ✎ More Aboriginal Year 7 students achieved a high rate of progress.

Retention and attendance

- ✎ There were improvements in attendance across all year levels including preschool
- ✎ There was a 3.6% improvement in attendance for Aboriginal students from 2012 to 2013, and a 1.2% improvement non-Aboriginal students
- ✎ 100% of local FLO-enrolled students have returned to learning.

Eastern Adelaide region

Good news

- ✎ Graduate qualities project – all secondary sites now have 'successful citizens'
- ✎ Sites and services in the region worked jointly to build community ownership
- ✎ Learner feedback survey – 25 schools collected data from over 7000 students to help the development an ongoing improvement of teacher pedagogy
- ✎ Child Friendly SA – *Children's participation* pilot project featuring Campbelltown Council, Il Nido Children's Centre, Campbelltown Preschool and Charles Campbell College.

Professional learning

- ✎ Various projects were undertaken by local sites: *i-Lit* project, *Innovative pedagogies* project, *21st Century learning at twilight* workshops, support services workshops, *Making the Australian Curriculum and early years framework work for us*, learning stories and assessment in the early years, *I am a writer*, and bookmaking
- ✎ *Spotlight on pedagogy* – Regional Leaders' Day sharing excellent practice within sites
- ✎ A regional conference was held *Making learning surprising*.

Literacy and numeracy news

- ✎ 43 sites with 80 participants from preschool to secondary school participated in the *i-Lit* project, which uses classroom data to inform teaching practice

- ✎ NAPLAN: There were two areas in which there was significant growth – Year 5 grammar (a 22% increase on 2012 results), and in Year 7 writing (an 11% increase on 2012 results).

Retention and attendance

- ✎ The regional attendance rates was 93.5% exceeding the State target of 93%
- ✎ An average of 89% attendance rate was achieved for local Aboriginal students in 2013.

Eyre and Western region

Good news

- ✎ The use of 'student voice' to inform pedagogy and performance development processes was introduced as a strategy to improve student engagement, and feedback is being incorporated into performance development processes
- ✎ There is strong commitment from sites to build on 'student voice' in 2014 and beyond.

Professional learning

- ✎ Port Lincoln hosted *Literacy for learning* and *Literacy and comprehension* workshops
- ✎ Many sites took part in *SPELD* workshops focusing on differentiation of the curriculum in literacy, reading, comprehension and writing
- ✎ Local leaders explored the theme of *Powerful learning through leadership* conferences.

Literacy and numeracy news

- ✎ Intensive support was provided to three sites in reading and comprehension
- ✎ All sites had literacy as a priority for 2013 and have literacy plans
- ✎ As a result, there was significant improvement in local NAPLAN results across all year levels.

Retention and attendance

- ✎ All sites developed or revamped attendance improvement plans and then monitored effectiveness
- ✎ A promotional video was developed and incorporated with other marketing strategies around the importance of attendance at preschool.

Far North and Aboriginal Lands region

Good news

- ✎ Local sites worked together to improve student attendance and parental involvement. One major strategy was weekly attendance analysis and regional updates
- ✎ Schools also worked together to improve student transitions from preschool to reception, primary to secondary, secondary to post-school options, between year levels and between sites
- ✎ An oral language agreement was implemented in all early years settings
- ✎ 12 students were awarded a VET certificate III. With the opening in 2013 of the Aboriginal Lands Umuwa Trade Training Centre, 268 students and community members have undertaken 483 VET certificate units of competency across a broad range of industry areas such as hospitality, automotive, engineering, community services, construction and conservation and land management.

Professional learning

- ✎ Goals and targets were set at the individual student, class, site and regional levels, and aligned with state and regional standards

- Local sites worked on explicit teaching skills focusing on higher order thinking and executive functioning skills through Westwell professional learning workshops
- Promoted parent engagement in education through community partnership agreements, parent meetings and community events.

Literacy and numeracy news

- NAPLAN numeracy results were the highest mean scores since 2009 for Year 7 and Year 9
- Each year level recorded an increase in the percentage of students in the top two NAPLAN bands in both reading and numeracy
- The local SACE completion rate increased from 68% in 2011 to 72% in 2012.

Retention and attendance

- There was a slight increase in local attendance, with the 2013 rate stable at 80% (the DECD target is 93%)
- Both primary and secondary attendance rates increased by 1% in 2013.

Fleurieu and Kangaroo Island region

Good news

- Brand SA 'Regional Education Award' to Kangaroo Island Community Education for VET programs
- All eligible schools gained Australian Government funding for trade training centres
- There was a 20% improvement in VET Certificate III completions compared with 2012
- A Novita's Pauline McGregor Award was presented to a student of Myponga Primary School recognising outstanding achievements for a client under the age of eight
- The Doctor on Campus model was adopted by more local schools

- Integrated service, childcare and OSHC development continued with corresponding strengthening of connections with community agencies
- Two local preschools exceeded the National Quality Standards for early childhood education.

Professional learning

- The theme of *Learning for the 21st Century* was the focus for six leaders' days
- Numeracy and literacy coaches, including Australian Curriculum implementation officers and reading support teachers conducted tailored professional development for all sites
- 30 staff trained in strategies to support the learning of dyslexic students.

Literacy and numeracy news

- NAPLAN mean score improvement for all 2011 cohorts showed strong growth in both numeracy and reading in the region for 2013
- Reading mean scores have trended upward over 5 years for all year levels
- Numeracy mean scores have trended upward for Year 3 and 7 students
- More than 91% of local students from years 3, 5, 7 and 9 were 'At and Above the National Minimum Standard' for reading in 2013.

Retention and attendance

- Retention rates for years 8-12 improved by 11% and for years 10-12 there was an improvement by 8%, compared with 2012
- The WAVE model of intervention and support is being applied by sites to improve learning outcomes, attendance and behaviour

- ✎ Attendance for all students, and for Aboriginal students, showed an improving trend over 5 years to 90.2% and 84.9%, respectively
- ✎ Absentee rates have fallen by 14% for all students and by 19% for Aboriginal students over 5 years
- ✎ Suspensions have declined by 43% since 2009.

Limestone Coast region

Good news

- ✎ During the year a Limestone Coast VET in schools plan was developed to be aligned with the DECD *VET in schools* policy. Each site now has vocational pathway plans with region and site targets
- ✎ The ICAN parent engagement program now has seven regional schools producing quality parent resources and partnerships and an Aboriginal parent community engagement program
- ✎ A local early years forum was held (*It takes a village*), which was attended by approximately 100 people and focused on community connections.

Professional learning

- ✎ Limestone Coast Leaders' Regional Conference
- ✎ *Australian blueprint for career development* workshop presented for schools on how to deliver career learning across year levels and curriculum areas
- ✎ ICAN Limestone Coast sponsored high profile psychologist Dr Michael Carr-Gregg to provide a one-day skill-based seminar on managing a psychological crisis in schools
- ✎ There were professional learning courses in autism and dyslexia, *Responding to abuse and neglect*, graduate teachers training, *Multi-lit* workshops, and an early childhood educators' workshop on assessment, documentation and playful learning.

Literacy and numeracy news

- ✎ 2013 was the final year of the three-year Limestone Coast regional improvement plan priority to improve literacy achievement
- ✎ Tracking of regional NAPLAN reading learner targets over that time shows progress in achieving national minimum standards, mean scores, upper growth and the top two proficiency bands, (when comparing regional schools to like schools)
- ✎ Years 3, 5 and 7 writing mean scores have improved over the past three years
- ✎ Numeracy mean scores show improvement in Year 3 results
- ✎ Most local sites have now implemented whole-site approaches to the teaching of literacy and to intervention and support.

Retention and attendance

- ✎ Attendance rates have remained steady over the past three years and have been consistently above DECD average attendance rates. The overall attendance rate for Aboriginal students has also remained consistently above average and close to DECD targets
- ✎ Preschool attendance rates have improved over the past year and continue to be above DECD average preschool attendance rates
- ✎ Year 10 to 12 retention rates have also improved over the past three years and are comparable with DECD average retention rates.

Murray and Mallee region

Good news

- ✎ The *Change makers* program was particularly successful and built the skill level of aspiring leaders from the region
- ✎ A number of local teachers took out awards during the year

- Four local preschools were assessed against the National Quality Standards and exceeded those standards.

Professional learning

- The regional focus was the *Teaching for effective learning* framework and leaders focused on the Australian Curriculum and engaging pedagogy that would support more rigorous learning
- Other areas of professional development focus were promoting resilience, problem-solving skills and emotional intelligence, and student voice
- A numeracy and literacy development approach also continued with many valuing the support of *Principal as literacy leader* (PALL) program and numeracy work.

Literacy and numeracy news

- Reading continued to be a focus for the region and noticeable gains were made in this area. New leaders were trained in PALL and whole-school approaches to reading were being consistently implemented in all sites
- Professional learning groups developed in relation to literacy and numeracy and leaders have begun openly sharing their site learning at regional conferences
- Resources and useful ideas were distributed through the Murray and Mallee leaders talk list. Classroom observations, disciplined dialogue along with student feedback on teacher performance are strategies being progressed in sites to improve outcomes
- Numeracy has become increasingly a focus in performance development conversations during the year, along with oral language and vocabulary development.

Retention and attendance

- Attendance improved by some 2% during the year thanks to the concerted efforts of all staff and a relentless focus on improvement

- There was a growth in the number of students completing SACE with a VET course and this has influenced increased student retention. There was also an improvement in the number of FLO enrolled students gaining an accredited training qualification.

Northern Adelaide region

Good news

- All local schools had a focus on reading comprehension with positive results
- The Dame Roma Mitchell Scholarship 2013 recipient was a student from Windsor Gardens Vocational College
- A Year 7 student from Elizabeth Park Primary School received the 'Prime Ministers NAIDOC Medal'
- Banksia Park Kindergarten was an Environmental Theme winner in the NRM Sustainable Communities Awards
- There was an increase in the number of Aboriginal students completing SACE from 2012 to 2013
- SACE Governor Commendation Awards were received by three local students
- Eight local schools were involved in implementing the Australian Indigenous Mentoring Experience (AIME), which will increase to 10 in 2014.

Professional learning

- There were 200 local staff who took part in the *Leading performance improvement program for middle managers* and senior leaders
- Aspiring leaders* program
- Other local PD courses included *Early years – Active learning environments*, *High stakes conversations for leaders*, *Executive function skills*, cultural competency workshops, *Families as career partners* and three sessions related to the Australian Curriculum and NAPLAN

- ✎ An Aboriginal ACEO Network Day was attended by 50 Aboriginal community education officers.

Literacy and numeracy news

- ✎ Since 2011 there has been an improvement in the percentage of students reaching the top three proficiency bands of NAPLAN across the region: a 7% increase in Year 3, 13% increase in Year 5, 4% increase in Year 7 and 2% increase in Year 9
- ✎ NAPLAN numeracy results indicate a trend increase of the percentage of students in the top three proficiency bands for Year 9 over the past five years. The other tested year levels have remained steady.

Retention and attendance

- ✎ Overall attendance rates have improved in comparison to DECD averages each year for the past five years from 88.7% (1.3% below DECD average) in 2009 to 90.3% (now only 0.8% below DECD average) in 2013
- ✎ Apparent retention rates years 9-12 (FTE) have increased each year from 68.7% in 2009 to 78.4% in 2012, but with a slight decrease in 2013 to 78.0%
- ✎ Attendance data shows improved attendance in the region in both primary and secondary sectors for 2013.

Southern Adelaide region

Good news

- ✎ Reynella East College, a new multi-million redevelopment, opened in December
- ✎ Wirreanda High School won a NAB Schools First Award for 'Re-engage Youth Services'
- ✎ Brighton Secondary School participated in the 'F1 in Schools World Championships' in Austin Texas – placing first in two categories against 38 competitors from 20 countries
- ✎ Morphet Vale Preschool was a State winner for a Primary Maths Association Award on numeracy in preschools.

Professional learning

- ✎ Training and development focused on principal/director as educational leader, assessment for learning, building a culture of a learning community and building a performance culture
- ✎ Programs to identify and develop aspiring leaders and build leadership capacity across the region are now in place.

Literacy and numeracy news

- ✎ There was a regional focus on reading improvement over a five-year period. The mean scores in both reading and numeracy have consistently exceeded DECD averages during this time, with mean scores for reading trending upward over the five years at years 3, 5 & 9
- ✎ In 2013, more than 91% of students in years 3, 5, 7 and 9 were at or above national minimum standard for reading and numeracy.

Retention and attendance

- ✎ Retention rates for all students years 8-12 has improved by 18.3% from 86% in 2009 to 104.3% in 2013 (due to the inclusion of new students). For Aboriginal students, years 8-12 retention rates have improved 24% over five years from 94.4% in 2009 to 118.4% in 2013.

- ✎ Attendance for all students has consistently exceeded DECD averages and remained stable over a five-year period, currently at 91.2%. A similar pattern is evident for attendance of Aboriginal students over five years (currently at 84.7%)
- ✎ There was a reduction in the suspension rate for all students (5.3% to 3.8%) and Aboriginal students (11.8% to 10.7%) since 2009.

Western Adelaide region

Good news

- ✎ Allenby Gardens CPC was one of four sites in Australia to receive a rating of Excellence as part of the National Quality Standards for early childhood education
- ✎ The *Circle of support – reading improvement* project for Aboriginal students has had a high degree of success
- ✎ The Warriappendi School developed industry pathways in community services, hospitality and business services and was successful in gaining funding for a trade training centre
- ✎ William Light R-12 School has a Certificate III in Allied Health Assistance and on that basis was successful in gaining funding for a trade training centre in health/aged care
- ✎ All secondary schools in the Western Adelaide Secondary Schools Network (WASSN) were actively involved in supporting the development of the STEM strategy in junior as well as senior years.

Professional learning

- ✎ The *Language and literacy levels* assessment method was taken up by 100% of sites in the region
- ✎ A major focus for a number of local primary schools was Ann Baker's *Natural maths* approach to teaching mathematics

- ✎ Teams from 27 schools attended sessions on using professional learning communities (PLCs) to support a focus on improving student learning outcomes.

Literacy and numeracy news

- ✎ The NAPLAN Year 7 writing results were above the national mean score
- ✎ ACER assessment tools were used to track and monitor growth and to inform teaching
- ✎ Other regionally developed literacy and numeracy resources were widely used and highly valued
- ✎ Teachers and leaders worked collaboratively to design and publish a set of common assessment tasks and teaching resources for mathematics

Retention and attendance

- ✎ Attendance (all students) remained consistent at 89.9% for 2012 and 2013. (Primary 92.2% / Secondary 86.1%)
- ✎ Aboriginal attendance in primary schools was 82% (0.9% improvement since 2012), and for secondary students was 73.2%
- ✎ Retention years 8-12 (all students) was 109.7% (due to the inclusion of new students) in 2013 (an increase of 11.4% from 2012)
- ✎ Retention years 8-12 (Aboriginal students) was 86.8% in 2013 (a 28.8% improvement since 2012).

Yorke and Mid-North region

Good news

- ✎ An early years Aboriginal cultural competence resource has been developed over two years and was provided to all local site leaders
- ✎ A local school teacher won the SA public teaching award (regional winner)
- ✎ Experienced leaders mentored many new and aspiring leaders during 2013, as part of an array of mentoring programs.

Professional learning

- ✎ 31 Aboriginal cultural competence training and development activities were available, providing 80+ hours of professional learning for 1500 participating staff and students
- ✎ Significant number of site leaders attended *Principals as literary leaders* (PALL)
- ✎ Sites undertook explicit teaching of writing, reading comprehension, mental computation, developing oral language and phonological awareness.

Literacy and numeracy news

- ✎ Significant NAPLAN reading improvement for Aboriginal students in year 3, 5, 7 and 9 (between 21-37%)
- ✎ The region's Year 5 and Year 9 students had the highest level of improvement in mean scores compared to DECD and national mean scores for 2013
- ✎ The Amazing Literacy Race was held, involving 18 preschools, 17 primary and secondary schools
- ✎ All sites gathered early years literacy data and focused on strategies for collaborative work to improve outcomes.

Retention and attendance

- ✎ Aboriginal attendance in the region was 82.3% (2.8% above State average and represents a 5.1% improvement over five years)
- ✎ There was 100% Aboriginal SACE completion in 2012, bringing the five-year Aboriginal completion average to 52.6%.

Report from the Families SA regions in 2013

Families SA metropolitan regions were heavily committed to the Practice Redesign restructure in 2013.

Northern region

Families SA in the Northern region took part in a joint initiative between three local schools and Families SA Elizabeth to better support local children and families in need. This initiative was successful with the child wellbeing consultant (from Families SA) in partnership with school counsellors being able to form clear plans of intervention where joint work can occur with a parent, and invited services such as Northern Domestic Violence Service and Multicultural Youth SA to provide intervention for a child at the school. 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.

Southern region

As part of the Dr Martin Seligman 'Thinker in Residence', a small number of Aberfoyle Park and Mt Barker Families SA staff attended six-day 'Penn resilience training'. Four young people under Guardianship of the Minister orders met with Professor Seligman at the Mt Barker High School and contributed to a small group discussion on wellbeing for young people. The *Early links* program is a collaborative response with Flinders Medical Centre (FMC) to vulnerable families who come to FMC for their pre-birth clinics, and where at 34 weeks any concerns with the unborn child are identified and a notification for 'high-risk infant' may be raised once the baby is born. These monthly multi-disciplinary meetings offer opportunities for various agencies to consider alternative interventions before child

protection concerns are reported to Families SA and need to be responded via formal investigation. The Baby Steps multi-disciplinary group is a partnership between Helen Mayo House, Glenside Hospital, the Anglicare Staying attached program and Families SA, and offers local women with diagnosed mental health problems a 14-week support group. In the most recent group, 14 mothers were enrolled, most with infants under 12 months of age.

Country regions

Families SA Coober Pedy office in partnership with the former Department for Families and Housing, Community Services and Indigenous Affairs (FaHCSIA) and the Ngaanyatjara Pitjanjatjara Yankanyatjara Women's Council initiated a new intensive family support service to parents and caregivers in communities. This service aims to improve the health, safety and wellbeing of children through the provision of parenting education and support in their homes and communities.

Families SA in partnership with CaFHS also implemented a program to provide baby care packs for families of newborn children.

Families SA, Limestone Coast office worked closely with the local children's centre to develop *The Patchwork*, an educative program with an emphasis on developing knowledge on parenting and the reunification expectations and processes. Participants are existing families working with Families SA. A complimentary program *Next step* is due to commence in 2014, with a goal of providing parents with an opportunity to practice and/or enhance their newly acquired parenting skills.

Families SA hosted the Upper Spencer Gulf Guardianship Sports Day on 10 October 2013. There were 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 areas.

Families SA Port Augusta staff collaborated closely with education and local out-of-home care service providers, (Uniting Care Wesley Country SA and Aboriginal Family Support Service), to develop a strategy to increase the school attendance rate of children under the Guardianship of the Minister. Close monitoring of weekly attendance figures and discussions with carers and students has seen an encouraging improvement for many of the children previously considered chronic non-attendees. The office has, in partnership with CaFHS, initiated a referral process to ensure that all children from birth to four years who are clients of the Port Augusta Families SA Office are referred to CaFHS for monitoring of their immunisations and development. This initiative is the first of its kind in South Australia.

The Families SA Murraylands office continued to work closely in 2013 with the *Nanko-walun Porlar Nomawi* program, a joint interagency initiative between Child Adolescent Mental Health Service 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. The Aboriginal Youth and Family Network is a multi-agency group chaired by the Families SA Murraylands Aboriginal community capacity officer. In 2013 the group sourced funding to enhance service delivery to Aboriginal families and children in the Murraylands region through a series of two-day training sessions to local services workers regarding social and emotional wellbeing. To date more than 100 local workers have attended and the training sessions will continue in 2014.

South Australia's Strategic Plan – DECD supporting SA 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 – DECD supporting SA Government objectives

Target 12: Early Childhood – Increase the proportion of children developing well	Current status In 2012 South Australia was the only jurisdiction where children's developmental vulnerability increased. The results show that more South Australian children are now developmentally vulnerable than in 2009 – the proportion of children vulnerable on one or more of the AEDI domains increased from 22.8% to 23.7% of children.	23
Target 14: 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	Current status The average annual growth rate from 2007-2011 was 1.02%. A rate of 1.85% is required to reach the 2014 target. It is considered the achievement of this target to be 'within reach' as approximately 70% of Year 1 children are considered to be at an age-appropriate level.	75-78 107
Target 15: Aboriginal education – Early Years – increase yearly the proportion of Aboriginal children reading at age appropriate levels at the end of Year 1	Current status This target does not specify a particular level of increase or a target year, however, the proportion of Aboriginal Year 1 students reading at age-appropriate levels has, with the exception of a minor decrease in 2009, generally increased each year. This target will be subject to review during 2014 to define a target and end year. Approximately 30% of Aboriginal children are considered to be reading at an age-appropriate level.	47-51 75-78
Target 27: Understanding of Aboriginal culture – Aboriginal cultural studies included in school curriculum by 2016 with involvement of Aboriginal people in design and delivery	Current status It is considered the achievement of this target to be 'within reach'. While the data indicate that limited progress has been made to date when compared to the 2009 baseline, progress on this target will not necessarily be linear. Approximately 40% of schools have Aboriginal cultural studies included in school curriculum. School closures will have an impact on the outcomes for this target.	48
Target 87: By 2020, for reading, writing and numeracy, increase by five percentage points the proportion of South Australian students who achieve: Above the national minimum standard higher proficiency bands	Current status The proportion of South Australian students performing above the national minimum standard (NMS) in reading, writing and numeracy has remained relatively steady but the target of a five percentage point increase by 2020 is considered to be extremely challenging. Results continue to show little movement between years. The higher proficiency bands component of the target was included in SASP for the first time in 2011. In 2011 (the baseline year for this target), the percentage of South Australian students in the higher proficiency bands in reading, writing and numeracy varied for different year levels. The movement in the higher proficiency bands has been, to a large degree, static, similar to results for the national minimum standard, since 2008. Again this aspect of the target is considered to be challenging.	123-124
Target 88: Science and Mathematics – 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	Current status The number of students receiving an Australian Tertiary Admissions Rank or equivalent in at least one of the following subjects: mathematics, physics or chemistry increased between 2008-2010 then dropped in 2011 and again increased in 2012. Overall, it is unlikely that this target will be met within the timeframe. The numerical target is 4500 students. Total enrolment numbers may have an effect on this target.	81
Target 89: SACE or equivalent – Increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification	Current status The SACE completion rate increased from 12 367 students or 91.6% in 2011 to 13 453 students or 92.2% in 2012. This data is for all schooling sectors. The number of Aboriginal students completing SACE increased from 144 students or 84.3% in 2011 to 185 students or 84.5% in 2012. The 2012 SACE results show 5052 students completed their SACE with a VET component, an increase from 4668 in 2011. The number of students enrolling in Certificate III from the Industry skills program has increased from 1100 per annum in 2008 to 2669 per annum in 2012.	132

Supporting national objectives

During 2013 DECD continued to implement a number of education-based national partnership agreements and national initiatives for early childhood and schooling. These were agreed by the Council of Australian Governments (COAG) in previous years:

- ✎ Australian Curriculum
- ✎ Early Childhood Education [Universal Access] (to 30 June 2015)
- ✎ Empowering Local Schools (to 30 June 2014)
- ✎ Improving Literacy and Numeracy (to 30 June 2014)
- ✎ Indigenous Early Childhood Development to 30 June 2014)
- ✎ Investing in Focus Schools (to 30 June 2014)
- ✎ National Education Agreement
- ✎ National Framework for Protecting Australia's Children 2009–2020
- ✎ National Quality Agenda for Early Childhood Education and Care
- ✎ More Support for Students with Disabilities (to 30 June 2014)
- ✎ National Solar Schools Program (to 30 September 2015)
- ✎ Rewards for Great Teachers
- ✎ SA Advanced Technology Industry – School Pathways Program (to 30 June 2014)
- ✎ Smarter Schools National Partnerships
 - Improving Teacher Quality (to 31 December 2013)
 - Low Socio-Economic School Communities (Communities Making a Difference) (to 31 December 2013)
- ✎ Trade Training Centres in School Programs (to 2018)
- ✎ Youth Attainment and Transitions (to 31 December 2013).

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

National Framework for Protecting Australia's Children 2009–2020

The *National framework for protecting Australia's children* is a collaborative undertaking between the Australian Government and state and territory governments and a coalition of non-government organisations to improve the safety and wellbeing of Australia's children. The national framework is being delivered through a series of three-year action plans extending to 2020.

The second three-year action plan commenced in 2012. The theme for the *Second action plan* is focused upon strengthening families, early intervention, prevention and collaboration, and joining up service delivery across key areas including mental health, domestic and family violence, and drug and alcohol services.

This is the fourth year in which activities have been undertaken in relation to the national framework. Key achievements during the past year include the following:

- ✎ The appointment of the first National Children's Commissioner Ms Megan Mitchell in February 2013 for a five-year term
- ✎ Promotion of 'child aware' approaches which place the child at the centre of policies, programs and service delivery and focus on building a better understanding of the relationship between the risk factors for child abuse and neglect. The first 'child aware approaches' conference was held in April 2013
- ✎ Building workforce capacity and expertise through implementing training on child and family sensitive practice in relevant adult services, and conducting workforce research

- Participation in collaborative cross-border approaches to child safety and wellbeing where children and families move between jurisdictions. South Australia has engaged in the cross-border project with Western Australia and the Northern Territory with a focus on the development of practical solutions to tri border practice issues
- Continued work towards implementation of the *National standards for out-of-home care* including the development of measures against which to monitor progress. This includes planning for the first national survey of the views and experiences of children and young people in care under the *National standards for out-of-home care* for reporting in 2015.

Australian Curriculum – policy development and work with ACARA

In 2013, DECD consulted with stakeholders to develop and publish the *Curriculum, pedagogy, assessment and reporting* policy for Reception-Year 10. The policy provides an agreed foundation to guide the work of all DECD schools as the Australian Curriculum is implemented. Together with the Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception-Year 10, the policy makes clear what will be taught and how it will be taught, assessed and reported in SA government schools. The policy also makes explicit requirements for assessing and reporting on students' progress to parents and carers.

In 2013, the department continued to engage with the Australian Curriculum and Reporting Authority (ACARA) in relation to the final phase of development of the R-10 Australian Curriculum. DECD participated in all consultation opportunities facilitated by ACARA and SA government schools participated in national trials of the curriculum.

The SACE Board of South Australia continues to oversee the requirements for years 11 and 12 for integrating Australian Curriculum subjects into the South Australian Certificate of Education for senior year students.

For more detailed reporting on the practical implementation of the Australian Curriculum in schools, see page 74-75.

National Partnership Agreement on Universal Access to Early Childhood Education

The Australian Government's 'Universal Access' commitment was that by 2013, every child would have access to a preschool program in the 12 months prior to full-time schooling. The preschool program will 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.

South Australia's agreement with the Australian Government expired on 30 June 2013. South Australia has now entered into a new agreement on 'universal access' to early childhood education that covers activity for a period of 18 months from 1 July 2013 to 30 December 2014.

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

- Delivering 15 hours of preschool through existing preschool services
- Expanding on the number of preschool places available in partnership with non-government childcare centres and preschools
- Providing new service delivery options for remote and isolated children, and children with complex needs.

Expanding the provision of preschool has progressed with all DECD-funded preschools receiving funding to deliver 15 hours of preschool per week.

Of the 411 DECD-funded preschool services, 232 (or 56%) of services operate in metropolitan Adelaide, 135 (or 33%) operate in regional areas, and 44 (or 11%) operate in remote or very remote regions.

In 2012, the proportion of children enrolled in preschool in their year before full-time schooling in metropolitan Adelaide was 71%; a further 25% were enrolled in preschool in a regional area and 4% in remote or very remote areas. This demonstrates the departments' commitment to ensuring that a preschool service is delivered in all areas of the State where the demand warrants it. In comparison to the non-government childcare centres, non-government schools and preschools with an approved funding and service agreement, 83% of services (or 75) operate in metropolitan Adelaide.

Funding the delivery 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 their children may access preschool.

A total of 146 childcare centres and non-government schools have now entered into funding and service agreements with the Minister for Education and Child Development. Of these, 90 were delivering a preschool program as per the DECD Annual Census of Children's Services in August 2013, which is an increase of 22 services compared with the previous year.

Scholarships were made available to educators employed in preschool and childcare centres to support staff who wished to upgrade their existing qualification.

By the end of December 2013, 74 teachers working in DECD had graduated from the four-year early childhood teaching degree course and 34 teachers were still studying towards the degree. A further 213 educators working in non-government early childhood services have taken up the scholarship opportunity and are currently studying towards the four-year early childhood teaching degree.

National Partnership: Indigenous Early Childhood Development

DECD is the lead agency for Element 1 of the IECDNP in South Australia, with a funding allocation of \$25.2m over five years. Children and family centres have a strong focus on supporting Aboriginal families with young children and reflect a philosophy of acknowledgement, engagement and inclusion of Aboriginal history, culture and community. Open to all members of the community, services include preschool, occasional care, Learning together programs, playgroups and a range of parenting and health programs.

The centres include the following:

- ✎ Taikurrendi Children and Family Centre, Christies Beach, which was officially opened by The Hon Peter Garrett, Minister for School Education, Early Childhood and Youth on 13 June 2013
- ✎ Ceduna Aboriginal Children and Family Centre, which began operating in April and was officially opened on 27 August 2013 by Minister Rankine and Senator Gallagher
- ✎ Gabmididi Manoo Children and Family Centre, Whyalla, which was opened on 28 August 2013 by Minister Rankine, and Senator Gallagher
- ✎ Ernabella Children and Family Centre APY Lands, which was opened by Minister Portolesi on 15 August 2012.

Smarter Schools National Partnership – Communities Making a Difference

This low-SES school communities national partnership (called Communities Making a Difference (CMaD) in South Australia) has continued to provide direct resources and systemic programs for identified low-SES schools including targeted student support, whole-school improvement, improving pedagogy and leadership practice and case management for identified students.

Specific achievements delivered through this national partnership in 2013 included the following:

- ✎ 762 students were supported with 901 individual grants for ICAN case management to address the barriers preventing successful engagement in learning at school
- ✎ 3140 students which includes 1249 Aboriginal students received targeted learning and engagement support
- ✎ 150 principals with primary enrolments participated in the *Principal as literacy leader* (PALL) program. Throughout the life of the partnership, over 450 principals have actively engaged in this program improving the quality of literacy learning in their schools
- ✎ 475 families with 578 children were attending *Learning together* programs as at the end of 2013
- ✎ The *Teaching for effective learning* research project involved 258 classroom observations providing the system with explicit information regarding the professional learning needs of teachers, targeting existing resources.

Smarter Schools National Partnership – Improving Teacher Quality

This national partnership including the principal professional development variation to the partnership was completed at the end of 2013. South Australia achieved 100% of the agreed milestones in the second and final report, which focused on teacher attraction and retention, performance and development, leadership development, Aboriginal teachers and leaders, school support staff and teacher recognition and certification. Sustainability of outcomes initiated through this national partnership have been maintained with the implementation of the *Australian professional standards for teachers*, the *Australian professional standard for principals* and the establishment of the South Australian Education Institute of Leadership.

Empowering Local Schools National Partnership

The Empowering Local Schools (ELS) National Partnership has supported local decision making in participating schools, so they may better respond to local needs and promote successful educational outcomes for their students. National partnerships funding supported 61 schools: 18 individual schools, and 43 that worked collaboratively in 12 'confederations' to achieve shared goals.

In transforming their operations towards greater autonomy, participating schools focused on 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.

Focus areas of projects included enhancing parent and community engagement in schools; developing online communication with parents and community; developing links with local government, business and agencies to improve service provision and intervention programs; sharing leadership, staffing and professional learning across schools; and more efficient use of facilities and resources.

Learning from the schools involved in ELS have helped inform the development of DECD local partnerships, which commenced from the start of 2014.

More Support for Students with Disabilities National Partnership (NPMSSD)

This partnership aims to develop schools and teachers that are better able to support students with disabilities. It comprises nine strategies:

- ✎ 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 with the University of Canberra 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
- ✎ Supporting schools in national partnership implementation through providing professional learning to support teachers in the collection of data and also to explain how the evidence gathered supports the determination of the level of adjustments provided.

The 2013 benchmarks for all strategies were achieved or exceeded and the following details have been captured:

- ✎ There were 2076 participants in the online training in *Understanding Autistic Spectrum Disorder* and *Understanding Dyslexia* and *Significant difficulties in reading*
- ✎ 71 course participants were trained as tutors
- ✎ 3525 school leaders, teachers, school services officers, Central Office staff and regional personnel undertook the *Disability Standards of Education 2005* online training *Educational leaders* modules
- ✎ 1200 attendees participated in two statewide conferences with Professor Barry Carpenter – conference themes were *Foetal Alcohol Syndrome Disorder* and *Mental health and wellbeing*.

Nationally consistent collection of data on school students with disability

All Australian governments have agreed to work together to implement a new annual national data collection on school students with disability. This data collection process is being phased in over a three-year period in 2013-2015.

This new national data collection will reinforce the actions required of schools under the national *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*.

Better information about school students with disability will assist teachers, principals and education authorities to support their participation in schooling on the same basis as students without disability.

In 2013, 33% (180) of South Australian government schools participated in the collection with 66% to participate in 2014. From 2015, this data collection will occur in every school, every year, along with other school data collections. 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.

Investing in Focus Schools National Partnership

To support implementation of the national *Aboriginal and Torres Strait Islander Education Action Plan 2010-2014*, South Australia has been provided with \$2.4 million from the Australian Government as part of the Investing in Focus Schools National Partnership. There are 34 participating schools in South Australia (three independent, four Catholic and 27 government schools).

Using a strength-based approach, schools developed local activity plans looking at improvement options. Actions were based on strategies known to bring about better school attendance, increased student and family engagement in school and improved academic achievement of Aboriginal students. The plans include strategies to engage Aboriginal parents in governing councils, whole-school literacy and numeracy programs, the use of individual learning plans for effective results, and embedding culturally appropriate curriculum. Schools started to implement their local plans in 2013.

All South Australian schools participating in the initiative are required to provide school-level progress reports to the Australian Government. The reporting process is coordinated by DECD, with the final performance report due 30 April 2014.



The role of schools and preschools

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

These preschools, children's centres, primary schools, secondary schools, area schools 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 1000 sites in the State.

Some 13 900 school-based teachers and early childhood educators are employed by the department to help these children achieve their best.

School starting age

The introduction of the *Same first day* policy means that from 2014, the start date for school for all children is the first day of Term 1. This change brings South Australia into line with other states and territories that have had single school intake for some time.

Starting school is determined by the date of a child's fifth birthday. Those children who have a fifth birthday prior to the 1 May are able to begin school on the first day of Term 1 of that year. Children who have their fifth birthday on or after the 1 May begin school on the first day of Term 1 in the following year.

Curriculum

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

The early years

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

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

The *Early years learning* framework describes childhood as a time of *Belonging*, *Being* and *Becoming*:

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

Reception – Year 10

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

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

Currently the Australian Curriculum for English, mathematics, science and history is being implemented in DECD schools. It is expected that the Australian Curriculum will be implemented in all schools:

- ▮ Years R–7 by the end of 2016
- ▮ Years 8–10 by the end of 2015.

In exceptional circumstances eg, schools currently not teaching a language other than English, implementation may be completed in 2017. For those learning areas not yet implemented, schools continue to use the South Australian Curriculum, Standards and Accountability Framework.

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 135).

The South Australian Certificate of Education (SACE) can be undertaken over two or three 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 12. 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 132 or www.sace.sa.edu.au/the-sace/students-families/about-the-sace

International education

International Education Services (IES) is responsible for providing leadership in all aspects of the development and management of international education in South Australian government schools.

The work of IES encompasses promoting South Australian government schools and the South Australian education system in selected overseas markets; placing full fee paying international students and study tour groups in selected South Australian government schools and arranging various adult training programs. Associated with these activities, IES is also responsible for quality assuring schools and homestay providers and managing business agreements with education agents.

In addition, IES manages DECD student and teacher exchange programs and is currently regulating student exchange organisations to ensure compliance with national guidelines.

The main focus for IES is to contribute towards South Australia's share of overseas students in the government school sector, in line with the *South Australia's Strategic Plan* targets:

SASP T1.16: Increase the number of international students in Adelaide and double market share

Goal: South Australia is renowned as an educational leader

Target 90: Share of overseas students – Increase the number of overseas students across all education and training sectors from 13 737 in 2003 to 45 000 by 2014 (baseline: 2003).

Achievements in 2013

The South Australian government school sector recorded strong growth in full fee paying student enrolments, national market share and short-term study tour visits:

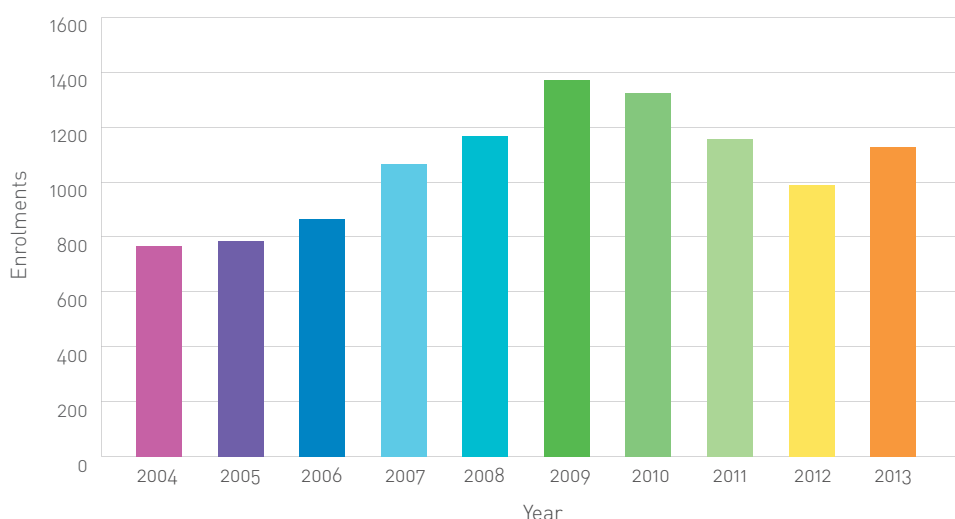
- ✎ Full fee-paying enrolments increased by 8% – 936 international students in Term 4 2013 (up from 867 in Term 4 2012)
- ✎ Market share for enrolments (government school sector): 10.3% as at October 2013 (up from 9.3% as at Oct 2012)
- ✎ Growth in study tours – 50 study tour groups, 1672 participants and 21 674 visitor nights in 2013 (up from 42 groups, 1627 participants and 18 666 visitor nights in 2012).

The graph below shows the number of international student enrolments in South Australian government schools from 2004 to 2013.

International Education Services will continue to develop innovative communication and marketing strategies to maintain its market share in international student enrolments and extend its product and service offerings in study abroad programs, study tours and adult training programs to sustain the department's international activities.

Source: October 2013 AEI statistics
* 2013 Enrolments ONLY include enrolments up to YTD October 2013 (as this is the latest AEI data)

South Australian government schools overseas student enrolments 2004-2013



School enrolments and attendance

DECD is committed to building a culture of attendance in South Australian school communities and improving attendance rates in every site so that our students are provided with a solid foundation for the future.

The issues of absenteeism are complex and require a wide range of strategies and solutions to ensure that all young people are actively supported to engage in education. Attendance can be significantly improved when schools, parents and communities work together to monitor and promote good attendance and address hurdles that keep children from getting to school.

Performance standards for attendance were introduced in 2012 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.

Ongoing, documented attendance monitoring and improvement is a vital part of ensuring that children and young people are provided with learning opportunities that will provide a solid foundation for the future. All government schools are required to implement an attendance improvement plan 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.

Regular updates were provided to leaders across the State in 2013 to support the ongoing analysis of information at the site levels.

In 2013, the department engaged in a number of initiatives to support attendance improvement, including the following:

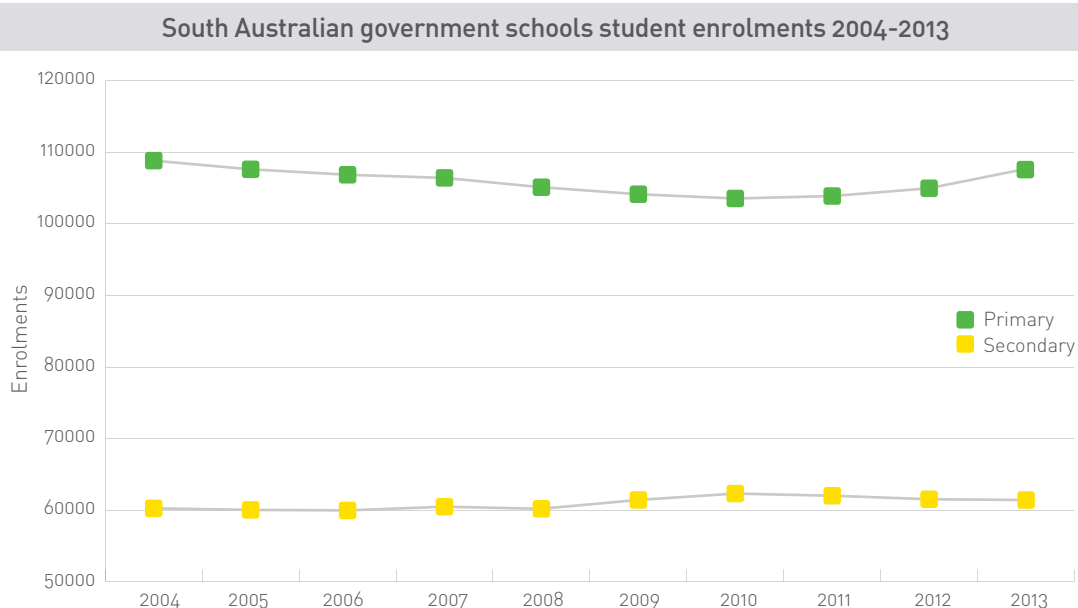
- Release of further updates to the Student Attendance and Behaviour Management (SABM) data warehouse including a range of new reports to support schools to easily assess the attendance at their site against the performance standards and analyse attendance at the region and site level as well as for individual students
- New technology continued to be rolled out making it easier for teachers to mark attendance. The *LearnLink* project enables primary and secondary school teachers to use a PC or laptop to mark in attendance for the day, half-day or lesson. The technology automatically updates student attendance on the school's administration system and allows for further follow up of a student's absence if it is required
- An agency working party was convened to research and review alternatives to address chronic non-attendance and the process of prosecution of parents for the non-attendance of their children
- 'Safer DECD schools' information sessions for principals and leaders including attendance improvement was completed across the State in late 2012 and early 2013.

Work initiated in 2013 and ongoing work in 2014 includes the following:

- A 90-day *@Change* project will explore avenues for statutory responses (including prosecution) for the small number of parents who actively keep their children from attending school. The project will consider recommendations for improvements to the existing system within the current legislative provisions for prosecuting non-attendance, and a business case scoping the statutory options for responding to chronic non-attendance, with preferred options in for South Australia.

- ▼ Twenty-two student attendance counsellors work across SA with a range of priorities such as early intervention and promoting the importance of attendance in school with families and communities. They work with individual schools when required, and adapt their services to meet the local needs of the school community. Further collaboration occurred within the framework 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 together to develop complementary policies and responses to school-based incidences, student non-attendance and other circumstances where police interact with schools
- ▼ Collaboration between DECD and Department of Communities and Social Inclusion to initiate an agreement between education providers and the specialist homelessness services to improve education outcomes for young people experiencing homelessness
- ▼ Expansion of the *Tri-border attendance strategy* project operating between SA, Northern Territory and Western Australia occurred with the number of schools involved increasing from 14 schools in 2012 to 66 in 2013. Many students along the state and territory borders are highly transient and move between different education sectors as they move from school to school. The project enables schools to share student enrolment and attendance details between sites to improve learning outcomes for those students.

Enrolments (FTE) - South
Australian government schools,
Term 3, 2004-2013



Strategies to engage and support Aboriginal students in public education

The need to accelerate better outcomes for Aboriginal children and students is a State priority and is clearly articulated in *South Australia's Strategic Plan (SASP)*. The department has several strategies to engage and support Aboriginal children and students to achieve high quality learning outcomes. DECD does this within a context of the *Aboriginal and Torres Strait Islander education action plan 2010-2014* (see page 21-22) and the *DECD Aboriginal strategy 2013-2016* (see below) and through national partnerships such as Investing in Focus Schools (see page 41).

Details about specific DECD programs that aim to support Aboriginal students are included chapters 3, 4, 5 and 6.

DECD Aboriginal Strategy 2013-2016

In September 2013 the Minister for Education and Child Development launched the *DECD Aboriginal Strategy 2013-2016*. The strategy is based on the six domains of the national *ATSIEAP* and includes an additional domain area of Aboriginal employment. It also aligns with DECD's objectives and will support the implementation of Aboriginal education policy in South Australia.

Community engagement

School and preschool attendance of Aboriginal students is a major DECD focus. The department works together with communities and schools to build strong partnerships to support participation and engagement for all students. Critical to improving student outcomes is the acknowledgement of parents as the primary nurturers of their child's learning. We try to engage with parents through several methods including conducting Regional Aboriginal Community Voice forums and parent satisfaction surveys, representation on the South Australian Aboriginal Education and Training Consultative Body (SAAETCB), and holding programs to support parents in their role as primary care givers.

In 2013 there were 68 Aboriginal parents on school governing councils across the State, and 47 Aboriginal Voice committees in schools across the State met regularly.

Local school-community partnerships

The *Aboriginal and Torres Strait Islander education action plan 2010-2014 (ATSIEAP)* identifies the development of local School – Community Partnership Agreements as a priority action. 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.

Every South Australian government *Focus school* (see page 41) has participated in discussions with Aboriginal parents and caregivers on commencing school community partnerships. In 2013, an additional 10 *ATSIEAP Focus schools* commenced negotiations on the development of a school community partnership agreement, bringing the total number of *Focus schools* that have commenced negotiations since 2011 to 45. Two *Focus schools* completed negotiations in 2013 bringing the total number of partnerships developed since 2011 to 24 *Focus schools*.

South Australia Aboriginal Education and Training Consultative Body

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

In 2013, the SAAETCB hosted three regional Aboriginal parent and community education and training forums. The forums were held in Ceduna, Mt Gambier, and Christies Downs and were attended by more than 40 Aboriginal parents and community members. The forums were used as part of the community consultation on the effectiveness of the ATSIEAP, with feedback being used as part of the national evaluation project and development of the new national plan.

Stronger smarter leadership program

South Australia has partnered with Queensland's Stronger Smarter Institute to support the development of Indigenous leadership in schools and communities and to engage in *Stronger smarter* initiatives for Aboriginal children. The Stronger Smarter Institute engages principals, teachers and community people in the *Stronger smarter leadership* program (SSLP.) The program aims to challenge and support school and community leaders in their pursuit of educational excellence for all students by providing learning opportunities to enhance their leadership capacity, challenge their assumptions and contribute to the critical mass of leaders creating positive changes in education. The leadership program supports the development of high expectations, positive identities, and excellence in schools.

In 2013 DECD held a *Stronger smarter leadership development* program at the Kurna Cultural Living Centre. Twenty-seven participants comprising leaders from schools, community, and the South Australian Aboriginal Education Training and Consultative Body attended the five-day program facilitated by the *Stronger smarter* team. Since 2005, 78 DECD staff have attended the *Stronger smarter leadership development* program.

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 national curriculum requirements. More than 100 stakeholders have been consulted on the key directions of this initiative.

In 2013 work on this project progressed in readiness for implementation in 2014.

Individual learning plans

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

A target of the ATSIEAP is that by the end of 2013 all Aboriginal students in years 1-10 will have a personalised learning plan in place. As at December 2013, there were 7268 Aboriginal students in years 1-10 within government schools. Of these, 78.1% had a personalised learning plan in place, an increase from 62.4% in 2012.

The Aboriginal Turn Around Team (ATAT)

The Aboriginal 'Turn Around' Team (ATAT) is a program within the Communities Making a Difference (Low-SES) National Partnership that provides crisis intervention and intensive case management support to Aboriginal young people and their families who are at high risk of long-term disengagement from their education. 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.



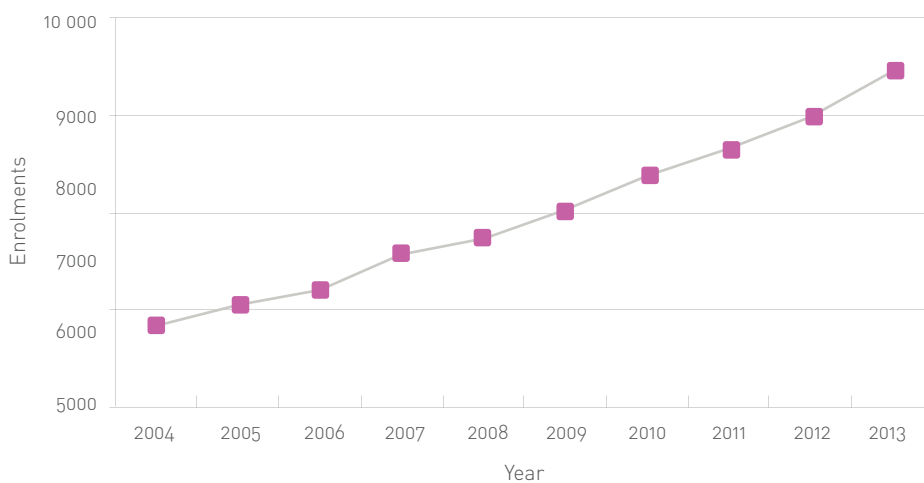
Four 'Turn Around' teams operate within the Northern Adelaide, Western Adelaide, Far North, and Eyre and Western regions. In 2013 the four teams provided support for 160 students across 51 schools in South Australia. Outcomes included a recorded improvement in school attendance, literacy, and retention rates, and the positive engagement of children and young people in education.

Aboriginal education staffing resources

DECD employs staff who provide advocacy and support services to Aboriginal students and families. As at 30 June 2013 there were 291 staff members employed under the Aboriginal Education Workers Award, consisting of 189 part-time employees and 102 full-time employees. Of the 291 employees, 117 are employed on a permanent basis and 174 are employed as contract or casual employees in regional and school-based roles. This cohort included regionally based Aboriginal community education managers and Aboriginal inclusion officers, and at a school level Aboriginal secondary education transition officers, and Aboriginal community education officers (ACEOs).

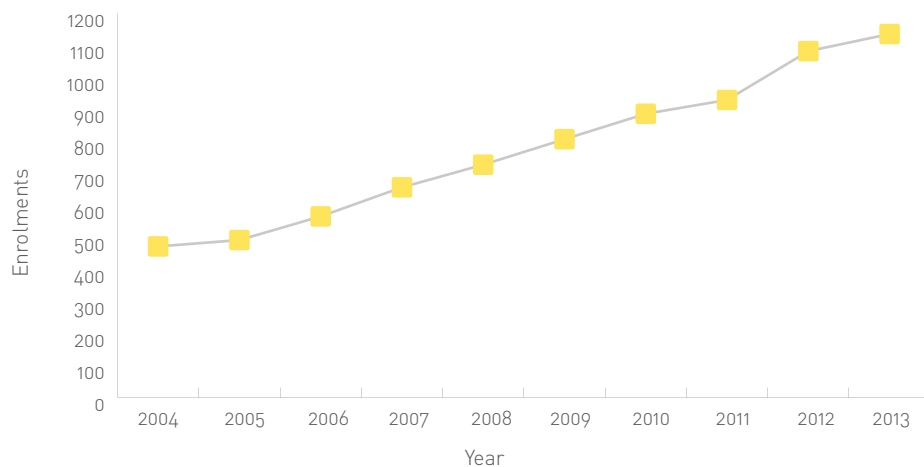
In 2013, across 11 regions, network days were held every term to support professional development, interagency sharing, and address regional business. Also during the year, 16 ACEOs commenced a Certificate IV in Community Development.

Enrolments – Aboriginal students in SA government schools 2004 - 2013



Enrolments (FTE) - Aboriginal students in South Australian government schools, 2004-2013

Enrolments – Aboriginal students in SA government schools - Years 11 and 12



Enrolments (FTE) - Aboriginal students in South Australian government schools, Years 11 and 12, 2004-2013

Aboriginal education coordinators

Aboriginal education coordinators are employed at a regional level to work with regional and schools leaders and Aboriginal education teachers to improve regional performance in relation to Aboriginal student outcomes. In 2013 there were 14 Aboriginal education coordinators based in 10 local 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. Currently AETs are employed in schools at a teacher level based on the number of Aboriginal student enrolments. For 2013 the AET allocation was 96.8 FTE.

Starting out right

Starting out right is a DECD community education initiative that was developed to support parents and care-givers to build and strengthen their children's social, intellectual and emotional development.

During 2013 a consultation process and a series of workshops were conducted across a number of regions through Aboriginal parent forums, cluster schools, children's centres and preschools in Southern and Northern Adelaide, Yorke and Mid North regions. As part of the trials, resource packs were developed and provided to parents.

The program will be expanded in 2014 to operate in additional geographical locations.

Supporting students with disabilities and special needs

The department supports compliance with the Disability Discrimination Act (DDA) through the provision of inclusive learning environments that assist equal access and increase learning outcomes for children and students with additional needs. A variety of DECD programs support children and young people with disability.

Funding to support children and young people with learning difficulties is provided to each school through the learning difficulties component of the Whole School Literacy and Numeracy Grant in the *Resource entitlement statement*. This grant is based on a number of factors including total enrolments and socio-economic disadvantage. The total allocated to schools in 2013 was \$12.4m.

Disability support program

This program provides access to a range of resources, programs and services for children and young people who meet eligibility criteria for one or more of the following disabilities:

- ✎ Autism Spectrum Disorder (or Autistic Disorder and Asperger's Disorder)
- ✎ Global Developmental Delay
- ✎ Intellectual disability
- ✎ Physical disability
- ✎ Sensory disability (hearing and vision); and
- ✎ Speech and/or language disability.

Regional Support Services speech pathologists and psychologists work with children, young people, families, and school staff to determine eligibility.

The total number of children and young people verified as eligible for this program in the Term 3 2013 census was 14 803. All children and young people with a verified disability are required to have a negotiated educational plan developed in partnership between families, school and regional staff.

Children and young people with disability account for 8.8% of the total government school population. Within this cohort, 80% attend mainstream schools, 14% attend a special class or disability unit located on a mainstream site, and 6% attend a special school.

Special options

The educational needs of children and students with special needs are catered for through the provision of a range of options that include special classes and units located in some schools. These options provide an adapted and differentiated curriculum, underpinned by resources, to provide a teaching and learning program that meets the specific needs of the individual children and students. Special options cater for a diverse range of students with significant intellectual and/or physical disabilities.

In 2013, the following special options opened:

- ✎ Autism intervention programs at The Heights School and Blackwood Primary and High Schools
- ✎ A junior primary and primary special class at Clapham Primary School
- ✎ A primary special class at Modbury South Primary School
- ✎ A primary special class at Eastern Fleurieu R-6 School.

The following special options were approved during 2013:

- ✎ Disability unit at Madison Park Primary School (to start January 2014)
- ✎ Disability unit at Seaford Rise Primary School (planned to start 2015)
- ✎ Secondary special class at Eastern Fleurieu Secondary campus (to start January 2014)
- ✎ Junior primary special class at Forbes Primary School (planned to start 2015)
- ✎ Special Class at Elizabeth Vale Primary School (to start January 2014).

Works also commenced in 2013 for a disability unit at Mount Barker High School (to start January 2014).



Kilparrin Teaching and Assessment School and Services

Kilparrin provides a range of specialist services for learners with sensory impairment/s (vision and/or hearing) and additional disabilities. Programs include a preschool (Kilparrin Early Learning Centre), a school program (Kilparrin School) and a statewide support service for early intervention support for babies and young children who have both hearing and vision impairment.

Kilparrin staff provide statewide support to families (early intervention) and preschool and school staff for learners who have verified sensory impairment/s (vision and/or hearing) and additional disabilities. Support is provided to children's centres, preschools and schools in government, Catholic and independent sectors.

In 2013 there were 24 children and students enrolled in Kilparrin. Curriculum is planned under the auspices of the Australian Curriculum and the *Early years learning* framework. Two students undertook Stage 1 SACE (modified) units, and one student undertook Stage 2 SACE (modified) units to complete the SACE (modified).

Kilparrin teachers provided support to preschools and schools for 108 students (Preschool-12+) and 20 children (birth to 3.5 years) in homes and children's centres.

Support for children and students with impaired hearing

A new position of Hub for Deaf Education has been created to support a range of programs that provide equitable access and participation for children and students with impaired hearing. These include an early intervention service, specialist centres, acoustically treated spaces, regional support staff and additional funding support.

During 2013 the Hub for Deaf Education facilitated professional development for staff supporting the children and students with impaired hearing.

During the year \$84 000 of additional support was provided to support the curriculum access for 66 children and students. The majority of these attended one of the six specialist centres for hearing impaired.

The Hub has also introduced several community reference groups that include families and Deaf community representatives to provide advice and guidance on the education of those with impaired hearing.

SA School for Vision Impaired

The South Australian School for Vision Impaired (SASVI) aims to provide equitable access and participation for students with significant vision impairment through highly specialised programs that enable increased access to the curriculum.

In 2013, 30 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 develop their social and independence skills, assistive technology, knowledge of Braille, as 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 2013, 10 students were enrolled in the secondary vision impairment outreach programs at Charles Campbell Secondary School, and seven students were enrolled at Seaview High School.

SASVI's Statewide Support Services supported 185 children and students with vision impairment in government, Catholic and independent schools in metropolitan and country areas.

Special Education Resource Unit (SERU)

SERU is the operational arm of the DECD Special Education Unit and provides a range of specialised services and resources to support the development and learning of children and students with disabilities and learning difficulties from birth until they leave school.

Overview of 2013 activity

In 2013 registered resource borrowers increased by 543 to 7051. As part of the range of professional learning opportunities for families, educators and professionals, a regional expo was trialed in Pt. Lincoln. There were 29 SERU workshops held, with 368 participants and the tenth annual Special Education Expo was held in Adelaide over three days, with 64 workshops and 628 participants.

The conductive education program serviced 69 children aged from six months through to secondary school age who have significant physical disabilities.

The Communication Support Service assists students with severe speech and/or language disorders and provides professional support to teachers and SSOs. Fifty-two students received targeted support and 34 students received transition support. Project officers provided professional development activities for 666 participants in schools and regions.

The Inclusive Technology Service supports educators, parents/carers and service providers to implement communication and inclusive learning technologies for students with disabilities. One hundred and two workshops were delivered to 1603 attendees. Forty-four laptops and 274 inclusive technology devices were loaned for child/student use in 2013. High parent demand for advice about emerging technologies has resulted in the development of a family consultation service and 21 families accessed this service in 2013.

The *Transport assistance* program supports parents/carers whose children attend a special facility. In 2013, 1613 students were transported to and from schools across the State by taxi, access cab or bus, 904 families received car reimbursement and 62 students received a public transport grant to travel by public transport.

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 2013, 918 specialised items were loaned to DECD sites, and 87 Soundfield systems were trialed.

Autism intervention program

This program began in 2013 at Blackwood Primary School, Blackwood High School and at The Heights P-12 School. It is an individualised, multisensory learning program for students with High Functioning Autism or Asperger Syndrome and provides a learning environment with a focus on individualised programming and partnership with families.

The program provides support at key transition points and connects with families through the goal setting process. Goals are negotiated with students and families to identify key areas of challenge for them in accessing the curriculum and then implemented through everyday curriculum activities.

There is a short-term program of up to four terms for preschool children. The tenure for primary and secondary students was increased to a possible eight terms during 2013, with transition back to the local school on completion of set goals. Transition programs and information packs were developed for students and families.

One child, one plan initiative

A range of different learning plans currently exist within DECD to assist identified students to access, participate in and gain the full benefits of schooling. Some students may have multiple learning plans, which may have been developed in isolation from each other, and could result in incomplete, repetitive, or conflicting information.

The idea behind *One child, one plan* is to develop a single plan that describes the needs and services required for a child/young person or family, whether they be a student with a disability, an Aboriginal student or a student who is under the guardianship of the Minister. A single plan will make it simpler for service providers to share information and work collaboratively – and it is clearly simpler for the student and their family.

In 2013 there was a trial of the *One child, one plan* concept involving more than 24 sites, which included metropolitan and country locations across preschool, primary, special school and R-12 sites. The results of this paper-based trial provided a better understanding of how the idea benefits children, young people and service providers.

Feedback from the trial has informed the idea of developing an online system in 2014, to provide real-time access to data and information for DECD staff.



Chapter 2

Strengthening families,
children's wellbeing and safety

Executive summary

Strengthening families, children's wellbeing and safety 2013 outcomes and information

Redesign of Families SA

Families SA is aiming to transform its operating model to deliver a family-focused child protection system that prioritises family preservation. This is achieved by supporting children and young people to remain in the care of their families whenever it is safe to do so. This was identified in a formal business case developed in late 2012, which led to the commissioning of the Families SA *Redesign* in March 2013.

Child protection reports, screened-in notifications

Families SA received 39 733 child protection concern reports in 2012-13, an increase of 6.1% on the 37 434 reports received in 2011-12. Screened-in notifications increased slightly to 19 120 (2012-13) from 19 056 (2011-12), while the number of children who were the subject of notification increased by 1.9% to 12 422 in 2012-13, from 12 189 in 2011-12. We believe this reflects the community's increased confidence in reporting suspected child abuse to Families SA.

Investigations and substantiations

In 2012-13, investigations increased by 4.9% to 5333, compared with 5082 (2011-12), while the number of children subject to finalised investigations increased by 3.0% to 3239 (2012-13) from 3145 (2011-12). A substantiation occurs when an investigation concludes that there is reasonable cause to believe that the child has been, is being or is likely to be abused, neglected or otherwise harmed. The number of children in substantiations increased by 1.4% to 1836 in 2012-13 from 1810 in 2011-12.

Intensive family support services

In 2012-13, 912 children received intensive family support services. Of the 912 children, 619 received *Targeted intervention* family support services and 293 received *Family preservation and reunification services*.

Family-based care

South Australia placed 86.5% 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. This is an increase on the proportion of children in family-based care reported in 2012.

Grants - Dame Roma Mitchell Trust Fund

From the February 2013 funding round, \$85 824 was distributed to 76 applicants. This included \$31 777 from the Disability Deed to children and young people who identified as having a disability. From the September 2013 funding round, \$93 821 was distributed to 98 applicants. This included \$39 936 from the Disability Deed to children and young people who identified as having a disability.

Office for Child Safety

In March 2013 the department's child safety responsibilities were consolidated under a deputy chief executive. The Office for Child Safety was created as a division of DECD in April 2013 with David Waterford, deputy chief executive taking lead responsibility for child safety, as Head of the Office for Child Safety.

The Office for Child Safety is responsible for policy, practice and standards across the department, leading a safeguarding redesign program across the whole of government and involving non-government organisations and school sectors, as well as overseeing Families SA.

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 also 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 1993*. 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 Order when the child is unable to remain with their parents
- provide out-of-home care for children unable to remain with their birth families.

Families SA safeguards and protects children through providing direct services and in partnership with other 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.

The wait times experienced by notifiers of suspected child abuse and neglect when accessing the Child Abuse Report Line have been a concern for Families SA. The most significant improvement for notifiers is the introduction of Version Two of E-CARL, the web-based alternative for making notifications of suspected child abuse in South Australia.

The building of the new electronic notification system was completed by the end of June 2013. Version Two will allow for over 5000 users to self-register and submit lower-risk notifications, meeting their obligations as mandated notifiers, whilst not having to wait on the telephone.

Families SA received 39 733 child protection concern reports in 2012-13, an increase of 6.1% on the 37 434 reports received in 2011-12.

Screened-in notifications increased slightly to 19 120 (2012-13) from 19 056 (2011-12), while the number of children who were the subject of notification increased by 1.9% to 12 422 in 2012-13, from 12 189 in 2011-12.

Aboriginal children continue to be over-represented in all child protection categories in South Australia and Australia. Aboriginal children represent approximately 3.6% of the total population of young people in South Australia but accounted for 22.8% of children in screened-in notifications and 31.6% of children in substantiations.

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 2012-13, investigations increased by 4.9% to 5333, compared with 5082 (2011-12), while the number of children subject to finalised investigations increased by 3.0% to 3239 (2012-13) from 3145 (2011-12).

A substantiation occurs when an investigation concludes that there is reasonable cause to believe that the child has been, is being or is likely to be abused, neglected or otherwise harmed. The number of children in substantiations increased by 1.4% to 1836 in 2012-13 from 1810 in 2011-12.

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.

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

In 2012-13, 912 children received intensive family support services. Of the 912 children, 619 received *Targeted intervention* family support services and 293 received *Family preservation and reunification services*.

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 South Australian Government has recognised the placement needs of children and young people in care through the *Families SA Residential care workforce* strategy. The Government made a commitment to recruit up to 360 full-time workers to replace commercial carers, caring for children and young people in residential care. This will ensure long-term and consistent care is provided to children and young people who are in a residential care placement. The recruitment of the 360 staff is expected to be in place by mid-2015.

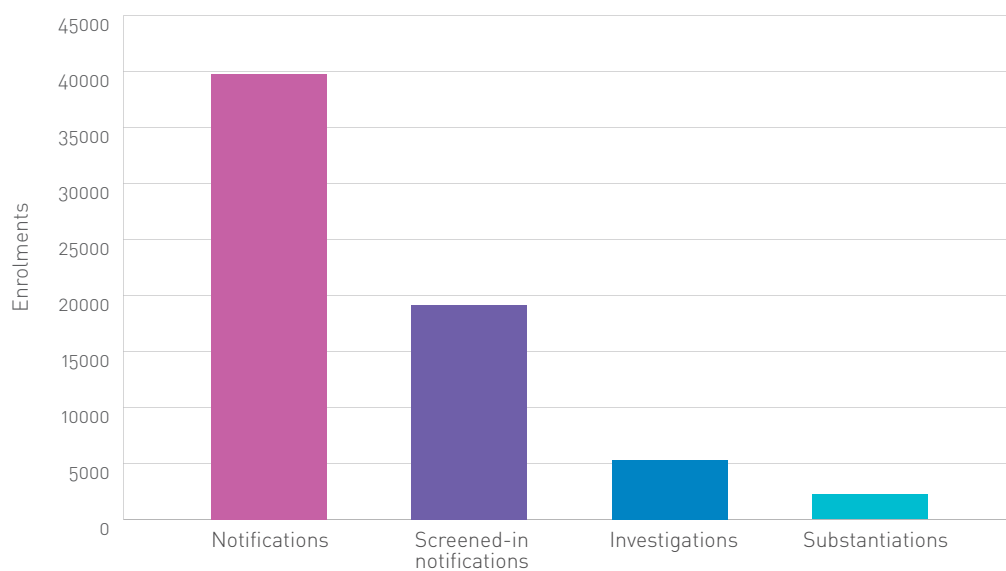
The number of clients in out-of-home care (OOHC) at 30 June 2013 increased by 5.1% to 2678 from 2548 in 2012. This figure includes 21 clients over 18 years of age who are still being financially assisted by Families SA.

Aboriginal children comprise 29.7% of all South Australian children in OOHC at a rate of 60.7 per 1000 children in target population. Both of these figures have increased from 2012.

South Australia placed 86.5% 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. This is an increase on the proportion of children in family-based care reported in 2012.

South Australia has been progressively increasing the number of children in relative/kinship care (1194) and in 2013 this figure surpassed the number of children in foster care (1104) for the second consecutive year. South Australia continues to be successful in placing more Aboriginal children in relative/kinship care (434) than in foster care (250).

Child protection reports 2012-13



Practice redesign

Over the past three decades the child protection system that has evolved in South Australia no longer meets the needs it was designed to address. Rather than provide the early intervention support required by families in crisis to help keep children safe, we are increasingly rescuing children from unsafe families. Our efforts are perceived by many vulnerable families as a threat to their family, rather than a source of support.

These issues have negatively impacted not only children, young people and their families, but also carers entrusted with the care of children under guardianship. These circumstances have in turn detrimentally affected how Families SA and our partner agencies are viewed, despite our commitment to child-centred, family-focused practice.

Families SA is aiming to transform its operating model to deliver a family-focused child protection system that prioritises family preservation. This is achieved by supporting children and young people to remain in the care of their families whenever it is safe to do so. This was identified in a formal business case developed in late 2012, which led to the commissioning of the Families SA *Redesign* in March 2013.

The *Redesign* intends to transform our whole way of business to develop a new system that makes a positive difference in the lives of children and

families. Our aim is to ensure that we 'add value' to the family and child at every opportunity. We will do this by focusing on:

- ✧ diverting families to local, targeted support
- ✧ increasing access to services
- ✧ care and support in the family context
- ✧ providing safe and nurturing out-of-home care environments.

These will all be provided by a stable and confident workforce, utilising a specialist approach to build family strength and resilience and increased child safety, health and wellbeing.

This focus on family preservation and child safety was taken with the understanding that fewer children will be removed from the care of their parents and more children reunited with better-functioning families by:

- a) diverting families early in the initial stages of vulnerability to local, targeted support
- b) working in positive partnership with families to identify their strengths
- c) building the skills necessary to manage situations that are difficult for them.

To add structure and provide focus for *Redesign* deliverables, project managers were appointed to transform the following areas:

- ✧ Intake, assessment and support
- ✧ Family preservation and reunification
- ✧ Entering care
- ✧ Legal processes
- ✧ Therapeutic services.

These project areas were supported by projects on human resources, logistics, finance and information technology requirements to ensure that resources were allocated where most required. Complementing all areas of Families SA business is the *Practice support* project, which was tasked with implementing a new Solution Based Casework practice approach.

The *Redesign* also enables Families SA the opportunity to adopt Solution Based Casework as its new practice approach. Solution Based Casework combines solution-focused techniques with relapse prevention strategies in an effort to help families focus on their strengths, supports and protective factors. This is done while also helping to hold families accountable through skill acquisition and adherence to family plans developed in collaboration with the affected family. The approach helps practitioners and families focus on everyday life events, and helps families build the skills needed to manage situations that are difficult for them and cause harm to their children.

All frontline service delivery managers have now been trained and certified as Solution Based Casework coaches. Department staff now certified as Solution Based Casework trainers are providing this training to Families SA supervisors, case workers, residential care, kinship care, financial counselling and support workers, as well as to administrative staff. Discussions commenced in 2013 with funded non-government service providers regarding the delivery of Solution Based Casework training to non-government family support, family preservation and reunification services and to non-government out-of-home care and residential care services in 2014.

For those children removed from their families, the intent is to develop a system that provides a safe and nurturing environment for children to grow and develop. Next year, 2013-14 will see a large number of improvements being built and commissioned through the *Redesign* projects, focused on diversion and family preservation and reunification.

Aboriginal business

Families SA is also focused on improving outcomes for Aboriginal children and families. As demonstrated in the data cited previously, Aboriginal children are over-represented in our business. Aboriginal children and young people comprise 3.6% of the population of children and young people in South

Australia. However, Aboriginal children and young people account for 22.8% of children in screened-in notifications and 31.6% of children in substantiations; 28.7% of children on care and protection orders; and 29.7% of all South Australian children in out-of-home care.

In June 2013, the Senior Aboriginal Leaders Committee (SALC), which comprises Aboriginal staff from across Families SA, discussed practical mechanisms to heighten the profile of Aboriginal business. SALC's ongoing advice to Executive about this issue is crucial to increase the cultural competency of our staff and our agency, which in turn will ensure that we are better situated to 'add value' to children and families at every opportunity.

The *Redesign* program provides the opportunity to examine and implement ways of working that assist Aboriginal business within the agency, ensuring this is considered core business by our Aboriginal and non-Aboriginal staff. Each *Redesign* project is focused on developing processes, systems and practices that are culturally appropriate.

The recommendations arising from the *Review of Families SA service to Aboriginal people in the metropolitan area* (2012) have also been considered in the construction of our future model of working.

Families SA recognises the opportunities the Solution Based Casework practice model presents for working with families and children. Solution Based Casework will equip our people with the skills, competence and confidence needed to better engage with Aboriginal families and communities in the future.

The implementation of the recommendations from the South Australian cultural inclusion framework continues to enhance the child protection system's ability to cater for the needs of South Australian Aboriginal Communities. These changes will assist us to divert families to local, targeted support, intervene earlier when families need support; increase access to services; provide care and support in the family context and increase the number of children that

are reunified with their families; and provide safe and nurturing out-of-home care environments to children entering care.

The framework also assists in embedding Aboriginal business in to the core business of child protection work.

Implementing the recommendations from a review of the services provided to Aboriginal people in the Adelaide metropolitan area has also provided benefits. These include further guidance and direction on how South Australia's child protection system needs to adapt and evolve to better meet the needs of Aboriginal children, young people, their families and their Communities.

Other person guardianship

Other person guardianship (OPG) is an assessment and legal process that enables another person such as a foster carer or kin to become a child's legal guardian.

An OPG team was established in May 2011 following the release of the OPG position paper in October 2010 and the OPG practice guide in May 2011. OPG transfers the guardianship of a child or young person from the Minister for Education and Child Development to the child's long-term carer.

The OPG team consists of a supervisor, four senior social workers and a temporary senior project officer and provides a statewide assessment service.

Since May 2011 the team has completed 75 assessments on children and young people, 47 of which have been finalised in the Youth Court. Another 22 files are currently with Crown Law waiting to be finalised. The team is currently working on 35 other full assessments. A total of 32 assessments and referrals have been withdrawn including 16 where carers decided not to proceed with OPG. The team is also involved in providing training for both Families SA and our NGO partner agencies. There are currently 90 children and young people on OPG orders.

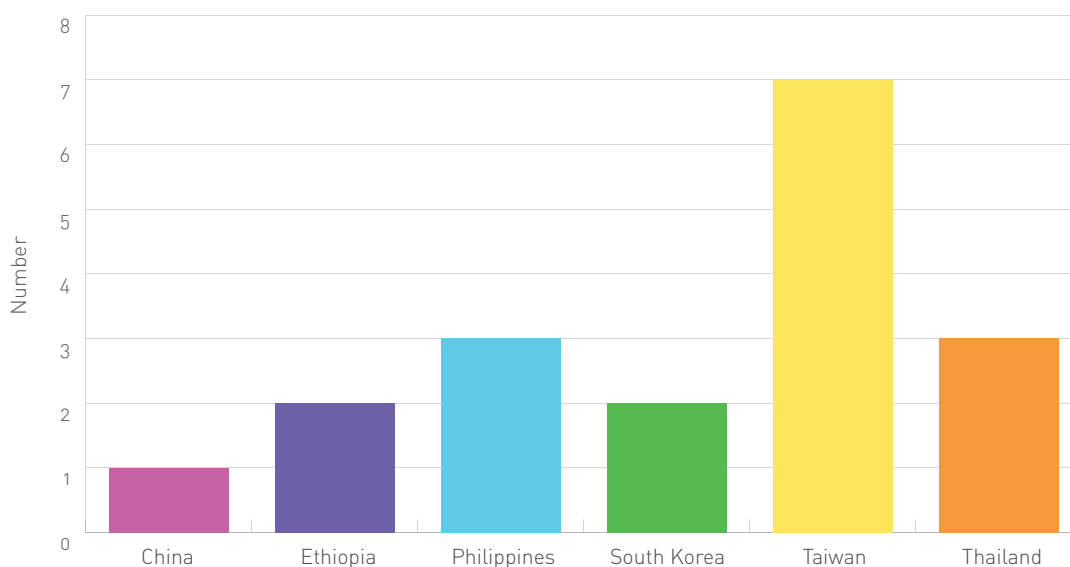
Adoptions

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 2012-13, 18 children from countries outside Australia were adopted in South Australia.

Intercountry adoptions - country of origin 2012-13

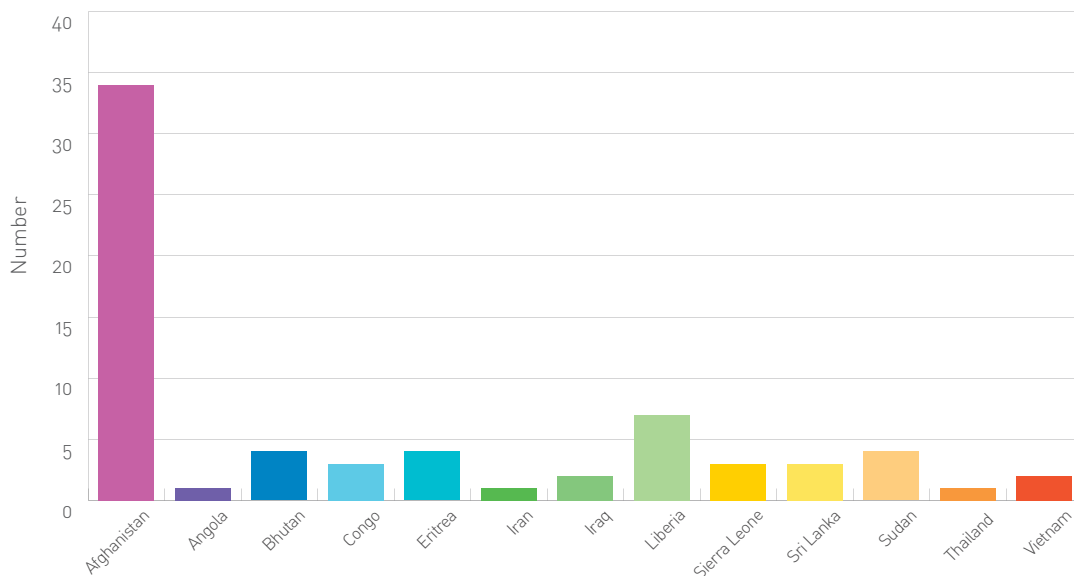


Services to new and emerging communities

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 consultations through community development activities to assist new and emerging communities to build capacity to look after these children.

As at 30 June 2013, 69 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).

Country of origin of unaccompanied humanitarian minors in the custody of the Minister for Education and Child Development at 30 June 2012



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.

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.

Family support services

DECD is responsible for providing family support services, including targeted intervention, family preservation 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.

In 2012-13, 912 children received family support services. Of the 912 children, 619 received *Targeted intervention* family support services and 293 received *Family preservation and reunification* services.

Individual education plans for young people in care

A commitment by DECD 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.

A range of different learning plans currently exist within DECD to assist identified students to access, participate in and gain the full benefits of schooling. Some students may have multiple learning plans, which may have been developed in isolation from each other, and could result in incomplete, repetitive, or conflicting information.

The idea behind *One child, one plan* is to develop a single plan that describes the needs and services required for a child/young person or family, who is under the guardianship of the Minister. A single plan will make it simpler for service providers to share information and work collaboratively – and it is clearly simpler for the student and their family.

Feedback from a 2013 trial in 24 education sites has informed the idea of developing an online system in 2014, to provide real-time access to data and information for DECD staff.

In 2013, 35 young people under the Guardianship of the Minister achieved their South Australian Certificate of Education (SACE).

A reception was held for 44 young people at Government House to acknowledge the educational achievements of young people under the Guardianship of the Minister who completed their Year 11 or SACE. Of these, 25 young people received a Certificate for completing Year 11 and 19 young people received a Certificate for completing SACE.

Families SA structure overview

The department's child safety responsibilities were consolidated under a deputy chief executive in March 2013. The Office for Child Safety, was created as a division of DECD in April 2013 with David Waterford, deputy chief executive taking lead responsibility for child safety, as Head of the Office for Child Safety.

Service planning and service provision occurs through seven directorates, individually and collectively responsible to the deputy chief executive. 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.

Deputy chief executive

The deputy chief executive is accountable to DECD's chief executive 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 deputy chief executive 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

The operational directorates are 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 the government and community.

Northern services

Northern Services is responsible for the delivery of 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

Northern Services Directorate provides these services to an estimated population of 642 730 people. The directorate has 341.6 FTE staff as at 30 June 2013.

Southern services

Southern Services is responsible for the delivery of services in the government regions of Adelaide Hills, Eastern Adelaide, Fleurieu and Kangaroo Island, and Southern Adelaide through the six local offices serving these regions as follows:

Region	Offices
Adelaide Hills	Connected Services Centre Mount Barker
Eastern Adelaide	Adelaide
Fleurieu and Kangaroo Island	Victor Harbor
Southern Adelaide	Aberfoyle Park Marion Noarlunga

Southern Services Directorate provides these services to an estimated population of 670 533 people. The directorate has 196.5 FTE staff as at 30 June 2013.

Country services

Country Services is currently responsible for the delivery of services in the government regions of Eyre and Western, Far North, Limestone Coast, Murray Mallee, and Yorke and Mid North through the 11 local offices serving these regions as follows:

Region	Offices
Eyre and Western	Ceduna Port Lincoln Whyalla
Far North	Cooper Pedy Port Augusta
Limestone Coast	Limestone Coast Connect Services Centre, Mount Gambier
Murray Mallee	Murray Bridge Riverland (Berri)
Yorke and Mid North	Kadina Port Pirie

Country Services Directorate provides these services to an estimated population of 295 099 people. The directorate has 307.2 FTE staff as at 30 June 2013.

Country Services Directorate provides these services to an estimated population of 295 099 people. The directorate has 307.2 FTE staff as at 30 June 2013.

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 385.6 FTE staff as at 30 June 2013.

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 directorate has 215.8 FTE staff as at 30 June 2013.

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. The directorate has 120.1 FTE staff as at 30 June 2013.

Practice and Policy Directorate

The Practice and Policy Directorate is responsible for the agency's planning, governance and reporting functions, strategic and operational policy development and driving the practice development agenda.

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, data management and strengthening the focus on performance analysis and improvement, consistent policy implementation and integrated service delivery to create better outcomes for clients.

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 has 89 FTE staff as at 30 June 2013.

Number of child protection notifications					
	2008-09	2009-10	2010-11	2011-12	2012-13
Notifications	35641	36038	35431	37434	39733
Screened-in notifications	23221	20298	21145	19056	19120
Children on care and protection orders (at 30 June 2012)					
12 month care and protection order	349	348	297	375	370
Guardianship until 18 years	1765	1952	2114	2169	2245
Children in alternative care placements (at 30 June 2012)					
Foster care	977	1013	1032	1087	1104
Relative/kinship care	767	847	985	1104	1194
Residential care	173	216	250	246	269
Independent living	20	28	26	26	29
Commercial care	50	48	50	55	61
Financially assisted adoption	3	4	4	5	na*
Other (incl. unknown)	26	32	21	25	-

*Financially assisted adoptions counted in family-based care categories

Note: 2012-13 saw a change in the way Families SA collected and reported alternative care placements

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* or previous equivalent in South Australia), including those with a disability.

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.

DECD provides operational/administration support for the trust funds, grants and the advisory board. There are two funding rounds per year. For 2013:

- Round 1 opened in January and closed in February
- Round 2 opened in August closed in September.

From the February 2013 funding round, \$85 824 was distributed to 76 applicants. This included \$31 777 from the Disability Deed to children and young people who identified as having a disability.

From the September 2013 funding round, \$93 821 was distributed to 98 applicants. This included \$39 936 from the Disability Deed to children and young people who identified as having a disability.

The February 2014 funding round opened on 11 January and closed on 24 February.

The September 2014 funding round will open on 9 August and close on 29 September.



Chapter 3

Public education programs for
children and young people
(Reception-Year 12)

Executive summary

Public education programs for children and young people (Reception-Year 12) 2013 outcomes and information

Teaching for effective learning framework

Since 2011, 38 000 copies of the *Teaching for effective learning* framework DVD and framework guide have been distributed to 750 sites including child care, preschool, primary schools, high schools and support units.

DECD improvement and accountability framework

A review of the DIAf conducted in 2012-13 recommended enhancements to continue to drive improved educational outcomes. The enhanced DIAf policy will be released in early 2014 with supporting documentation to be trialled for approval later in the year.

Australian Curriculum

Two additional pupil-free days were provided to all schools until 2017 to support the implementation of the Australian Curriculum. Australian Curriculum implementation officers (14 primary, 10 secondary) provided statewide leadership and support regarding a wide range of matters related to the implementation of the Australian Curriculum.

Birth-18 numeracy and literacy strategy

DECD's numeracy and literacy strategy *Great start, strong foundations, powerful learners: A numeracy and literacy strategy from Birth-18* was released in April 2013 following an extensive consultation and development process.

Premier's Reading Challenge

During the year, 126 738 students from 688 schools completed the Challenge, more than 95% of all schools. Since 2004, 1 018 637 awards have been presented. There were 85 898 government school students who completed the Challenge in 2013, an increase of 1.57% from 2012.

Premier's *be active* Challenge

During the year there were 36 208 participants from 276 schools that completed the Premier's *be active* Challenge. Of the participating schools, 81% were government schools and \$50 000 was awarded to 50 high-achieving schools for the purchase of physical activity equipment, resources or professional services (27 of the 50 schools were from regional areas).

Public education programs for children and young people (Reception-Year 12)

Teaching for effective learning framework and resources

The *Teaching for effective learning* framework (TfEL) is the State policy position on pedagogy and the way South Australian schools work 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 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.

Since 2011, 38 000 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, 880 have been sent to international parties, 671 to teachers and leaders interstate and 290 to higher education groups.

A total of 10 375 copies of the complementary document, the SA TfEL *Review tools handbook* have now been distributed to 545 sites including child care, kindergarten, primary schools, secondary 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 rigorously examined the relationship between teachers' pedagogy, learner engagement and achievement and has created significant interest nationally and internationally. In 2013 this research focus was undertaken more broadly across the State and the final report is due May 2014.

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

In 2013, the TfEL team explicitly worked towards 'TfEL in every classroom' by conducting professional development for teachers and leaders to develop understanding and classroom practices aligned to the TfEL framework.

A process called 'learning design' was 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.

To develop leadership capacity in improving the quality of teaching and learning, an online resource suite *Leading learning: Making the Australian Curriculum work for us* was developed and introduced through regional leadership days.

DECD improvement and accountability framework

The DECD *Improvement and accountability* framework (DIAf) was established in 2007 to bring about a more focused approach to continuous improvement of practices and programs within preschools and schools.

As a result, sites and regions have strengthened the focus on learning as the critical core business of improvement agendas. Clear literacy standards as the basis for self-review, improvement planning and performance reporting processes are now embedded as standard practice. Greater accountability for sites and improvement planning processes plus evaluation of progress towards targets are also now in place.

A review of the DIAf conducted in 2012-13 recommended to enhance and retain the DIAf as a contemporary and effective framework into the future for the new agency to drive improved educational outcomes. The enhanced DIAf policy will be released in early 2014 with supporting documentation to be trialled for approval later in the year. It will integrate more robust improvement and accountability processes, including a wider range of educational standards and policy accountability requirements, and a process of comprehensive site reviews for all sites every four years against new DIAf *Domains*.

Australian Curriculum

Implementation of the Australian Curriculum in DECD is a major long-term strategy to improve the quality and effectiveness of teaching and learning in South Australia. DECD is up-skilling teachers by supporting and requiring them to teach the Australian Curriculum, to assess and report on student achievement against the Australian Curriculum achievement standards, and to base their teaching practice on the internationally recognised *Teaching for effective learning* (TfEL) framework.

Support to schools

The *Curriculum, pedagogy, assessment and reporting* policy for Reception-Year 10 and *Guidelines for the implementation of the Australian Curriculum in DECD schools: Reception-Year 10* were developed in 2013 and explicitly outline requirements for all SA government schools in relation to the implementation of the Australian Curriculum. In partnership with the DECD Standards, Assessment and Reporting team, clusters of primary and secondary schools were supported across the State in collaborative moderation processes to improve consistency of teacher judgement against the Australian Curriculum achievement standards and to improve the quality of assessment practices.

Two additional pupil-free days were provided to all schools until 2017 to support the implementation of the Australian Curriculum.

Australian Curriculum implementation officers (14 primary, 10 secondary) provided statewide leadership and support regarding a wide range of matters related to the implementation of the Australian Curriculum. DECD Australian Curriculum implementation officers:

- ▾ worked with school leaders to design and deliver professional learning programs for teachers that address local needs and contexts, improve teaching practices and to build leadership capacity within schools to implement the Australian Curriculum

- ✎ provided advice about learning and assessment design and delivered workshops and conferences for teachers about specific learning areas eg, mathematics
- ✎ facilitated or led professional learning communities that support teachers to draw on the strengths, expertise and experience of their colleagues and to design learning that engages and intellectually challenges students and improves the standard of their achievement
- ✎ provided schools with a range of resources that can be adapted for use in varied professional learning contexts.

Cluster-based Australian Curriculum facilitators worked across a group of primary schools, directly with classroom teachers to support them to implement the Australian Curriculum.

Social and digital media was used to connect teachers and leaders across South Australia and nationally, to broaden access to quality professional learning and to provide access to quality locally and nationally developed resources.

DECD has an iTunes university channel with high quality locally developed resources and a series of short films of leaders and teachers describing and demonstrating their successful practice.

A *Mathematician in residence* program focused on high challenge teaching practices in mathematics in the context of implementing the Australian Curriculum. Similarly, a *Scientist in residence* program was designed and trialled in 2013 ready for full implementation in 2014.

The *Leading learning – making the Australian Curriculum work for us* website is a suite of 21st Century resources for leaders and teachers to support the implementation of the Australian Curriculum in DECD schools.

A series of professional learning opportunities was also developed for school leaders focusing on leading the learning in their sites.

Numeracy and literacy initiatives (Birth-18)

DECD's numeracy and literacy strategy *Great start, strong foundations, powerful learners: A numeracy and literacy strategy from Birth-18* was released in April 2013 following an extensive consultation and development process.

The strategy was designed to support an increased focus on every South Australian child having the opportunity to develop their numeracy and literacy skills. Its goal is that children and young people have a great start in the first four years of their lives, develop strong foundational numeracy and literacy skills in the first years of school and beyond, and build the learning power to use high-level thinking skills to apply learning to new and increasingly complex situations.

These skills are essential for success at school, in the workplace and for lifelong learning. Key drivers include a stronger focus on working with parents and families and supporting educators and leaders to have the knowledge and skills to support every child's development. To lead implementation of the strategy, a DECD Numeracy and Literacy Unit was established in February 2013. Key actions to support numeracy and literacy for 2013 are outlined below.

Premier's Reading Challenge

In its milestone tenth year, the *Premier's Reading Challenge* again achieved outstanding success in 2013, with 2% more students completing the Challenge.

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 early September each year. It 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.

During the year 126 738 students from 688 schools completed the Challenge, which was more than 95% of all schools in the State. Since 2004, 296 862 students have taken up the Challenge and 1 018 637 awards have been presented.

There were 85 898 government school students who completed the Challenge in 2013, an increase of 1.57% from 2012.

There were 3 750 Aboriginal students who completed the Challenge in 2013 – a 3.7% increase from 2012. The Challenge also had strong participation from 23 special schools and disability units, with 902 students identified with special needs completing the Challenge.

In 2013, a minimum of 1 520 856 books were read, which brings the official total of books read as part of the Challenge since 2004 to well over 12.2 million.

Data also shows that DECD students who completed the Challenge in years 3, 5, 7 and 9 attained higher NAPLAN reading scores than DECD students who did not complete the Challenge. Students completing the Challenge had a larger percentage in the 'High Growth' category and lower percentages in the 'Low Growth' category across all year levels examined.

Powerful Learners Summit

The Powerful Learners Summit was a key commitment within Challenge 3: Powerful learners, in DECD's numeracy and literacy strategy. The summit brought together teachers, site leaders, parents, students, peak bodies and experts in this field to clarify the powerful learning future we want for children and young people in the State. Action plans in both numeracy and literacy were identified and will form the basis of an agenda for action across the department, beginning in 2014.

Initial feedback from the summit indicated that participants were energised and inspired by the opportunity to deeply explore how powerful learners of numeracy and literacy are nurtured, both in education settings and in the home. In particular, the views of students and parents provided strong input.

During 2014, there will be support materials, workshops and training and development opportunities to assist teachers, leaders, parents and students in working towards lifting the performance of children and young people in numeracy and literacy.

Great start

The *Great start* website was developed for parents of children birth to four years old to support their children's early numeracy and literacy development. The website provides a range of ideas and activities for parents, centred around everyday opportunities, categorised under Play, Food, Out and about, Growing, Getting ready and Celebrations.

With each activity description is information on why it matters and what it leads to in terms of numeracy or literacy development, with examples of the language parents could use when they engage in the activity with their child. Activities are searchable by age, materials and the skills developed, with links to Facebook and Twitter to be further developed.

Standards for numeracy and literacy achievement

A key action under the numeracy and literacy strategy has been to develop age and year level achievement in numeracy and literacy as standards. Draft achievement standards were developed in 2013 and will be trialled in sites in 2014.

Numeracy and Literacy Expo

Held annually in recognition of National Literacy and Numeracy Week, the expo recognises, celebrates and builds on the work of educational communities to strengthen and improve numeracy and literacy skills in all South Australian childcare, preschool and school sites. The expo is a cross-sector event made possible through partnerships with Catholic Education SA, the Association of Independent Schools of South Australia and supported by the SACE Board of SA.

The 2013 expo theme was *Numeracy and literacy – Teachers inspiring deep learning*. The program offered delegates a range of keynotes, forums and workshops focused on high quality numeracy and literacy practice. Workshop leaders, selected for their engagement in sustained learning and reflective practice, presented 48 workshops over the two days. Approximately 370 teachers and leaders attended the two-day expo with strong representation from each of the three sectors.

The expo program was also a platform for the launch of the DECD numeracy website by the Minister for Education and Child Development.

Early literacy learning strategy

The 2012-2014 *Early literacy learning* strategy continued to support children in early childhood and the first years of school with resources and funding to support young children's literacy acquisition, inclusive of families and a focus on high-quality teaching. The strategy includes two key components:

1. A family literacy focus that connects with the *Learning together* program and which includes resources for preschools with Aboriginal children and resources for targeted professional learning around using observation scales and assessing for learning using *Reflect Respect Relate*
2. An *Early literacy learning: Talking and reading together* initiative for children R-2, supported by 274 reading support teachers in schools statewide enabling 31 605 Reception to Year 2 children to access quality literacy teaching. Classroom teachers were provided with professional support on reading acquisition and using learner achievement data, including Running Records to inform practice.

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.

The 2013 statewide Year 1 Running Records data indicated that 74.5% of Year 1 children are reading at or above age level. This represents a 2% increase from 2012 and a 6.5% increase from the Year 1 baseline of 68% (2007). In contrast, 40.8% of Year 1 Aboriginal children are reading at or above age level. This represents a 3.9% increase from 2012 and a 10.8% increase Year 1 baseline of 30% (2007).

Reading Recovery

Reading Recovery is a school-based early intervention designed to dramatically reduce the number of children with literacy problems in the early years. The aim of Reading Recovery is to accelerate children's progress to the average level of their peers as quickly as possible so they may obtain maximum benefit from their classroom instruction. Daily, intensive, high quality instruction lessons are provided to children in Year One who are experiencing reading difficulties. Each 30-minute lesson is individually designed and delivered by trained Reading Recovery teachers in order to provide explicit instruction for each child. During 2013, 10 government schools implemented Reading Recovery. Data is collected for every child entering Reading Recovery. The 2013 student outcomes data will be reported in 2014.

Birth to 12 Literacy Leaders' Network

The number of network members increased to 1800 in 2013, the fourth year of the B-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. Professional learning resources for literacy leaders arising from the programs are available on the DECD literacy website.

Numeracy and literacy professional learning and resources

A DECD numeracy website was developed to reflect the challenges of the new numeracy and literacy strategy. Resources are now being developed and built over time to complement the ongoing work in numeracy in DECD and partner associations. A numeracy course for leaders is under development and will be implemented in 2014. Resources related to this course will be available for leaders as they undertake the course.

Access to this online resource continues to significantly increase, with 193 000 page views in 2013, a 42% increase from 2012. Access to these resources is promoted in a range of ways including Facebook and Twitter.

Resources for schools in administering other assessments such as PAT R and PAT Maths and assistance with analysis of test results are also provided by DECD.



Sustained professional learning programs

High levels of engagement with the *Literacy for learning* course continued in 2013 following its initial availability mid-2012. The course is aligned to the Australian Curriculum and supports sites seeking a foundational understanding of the central role that language plays in learning, and the explicit teaching practices needed to scaffold students' language learning particularly for teachers of years 3-10. During 2013, an additional 85 school principals/leaders and a further 200 teacher facilitators nominated by leaders to undertake the training, have undertaken a one day overview of the course.

How language works is also available for teachers who seek to further extend their understanding of language and literacy. During 2013, 113 teachers have undertaken this rigorous 10-module course. In addition, 15 teachers also completed the tutor training in order to deliver *How language works* within schools and local partnership contexts in 2014.

The *Tactical teaching reading* professional learning initiative ended in 2013 and 181 facilitators delivered professional learning for more than 800 teachers in 31 schools with secondary enrolments. This increased the total to 1600 teachers in 69 schools since 2011.

The SA *Accelerated literacy* program continued in 2013 with 43 schools participating in a program of sustained professional learning and intensive site-based support from specialist consultants. This includes 10 schools from the Aboriginal Lands District. A strong focus was continued work on systematic and intentional teaching and on how accelerated literacy pedagogy supports the Australian Curriculum. Work with principals examined the importance of relentless attention to maintaining rigour and embedding accelerated literacy in whole-site literacy improvement plans. Students achieved greater growth than the national cohort in years 4, 5, 6, 7, 8 and 9. Aboriginal students showed greater gain in years 5, 6 and 7 when compared with gains of the national normed cohort.

Support for students with English as an additional language or dialect

DECD's *English as an additional language or dialect* (EALD) program provides an effective pathway for students from culturally and linguistically diverse backgrounds who are learning EALD. In 2013, EALD funding was allocated to 360 mainstream schools based on the needs of 21 940 FTE students at the time of the Term 3 enrolment census in 2012.

A major activity within the EALD program during 2013 was the implementation of the language and literacy levels. This was a collaborative process that involved six EALD regional consultants delivering professional learning to more than 300 experienced and new EALD teachers and literacy leaders. 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.

The percentage of EALD learners who improved by at least one level between the 2012 and 2013 Term 3 enrolment censuses was 67.4%. This was the highest percentage since data was first compared in 2006.

The accuracy and consistency of the levels being assigned in schools were supported through an external moderation of 800 student texts from across 40 schools. In Term 4, the Language and literacy levels were revised to align with the updated version of the Australian Curriculum literacy general capability learning continuum.

The EALD program funded 18 bilingual student services officers (BSSOs) to complete Certificate IV in English proficiency and Certificate III in education support. Following a successful trial in Term 3, 40 BSSOs were trained and registered to work in schools to increase parent engagement. Parent engagement in schools was also facilitated through interpreting and translating services administered by the EALD program.

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Community liaison support

The community liaison officers representing Middle Eastern, African, Asian, Balkan, Slavic and Spanish speaking communities worked with many schools and parents to develop understandings about students' cultural backgrounds. These staff provided information about the Australian education system and curriculum policies to parents and caregivers. In 2013, as part of the DECD numeracy and literacy strategy, they also began to work with children and parents to encourage their participation in playgroups and use of SA Health's *My health* record.

Intensive English language program/New arrivals program

The *Intensive English language* program in primary schools and the secondary *New arrivals* program are early intervention programs providing specialist second language acquisition skills for newly arrived students in Australia from Reception onwards who have English as an additional language. Newly arrived students and their families come from a range of cultures and language backgrounds with diverse migration backgrounds including refugee experiences.

In 2013, the EALD program negotiated with the Department of Immigration and Border Protection to fund the tuition of a growing number of students with refugee experiences who arrived by boat via Christmas Island. These students now have access to specialist pedagogy to develop their control of Standard Australian English as well as the guidance for socialisation into schooling and the Australian community.

The *Intensive English language* program and the *New arrivals* program both aim to prepare students for the broad language demands and complex concepts of the Australian Curriculum with an understanding that these will take years to consolidate.

Also in 2013 a professional learning community produced an *Intensive English language program/New arrivals* program mathematics and numeracy report for seven year levels. This report clarified the essential mathematical understandings to support successful transition for identified students into a mainstream setting.



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.

During 2013 the department consolidated efforts on a STEM initiative that reflects and guides work across DECD through effective:

- ✎ communication between all stakeholders
- ✎ learning, support, guidance, sharing, modelling and mentoring
- ✎ coordination and leadership
- ✎ pathways and learning opportunities
- ✎ monitoring and evaluation.

Classroom teachers, leaders and representatives of professional associations provided feedback and advice on the implementation of the Australian Curriculum: Science and mathematics.

The department continued to foster strategic partnerships and explore new relationships with a range of external stakeholders to implement strategies that support the STEM SA Strategic Plan target. These included:

- ✎ Royal Institution of Australia (RiAus), supporting science and mathematics education through the development of STEM careers packs, an online resource for secondary teachers, and providing support for 10 students and two teachers to travel to London in December 2013 to attend the Royal Institution of Great Britain Christmas Lectures

- ✎ the University of Adelaide implementing a Digital geosciences education, research and resources project from 2012-2014 for more than 1500 students and 30 teachers
- ✎ the University of Queensland, Flinders University and an extensive group of national and international research organisations establishing a Science of Learning Centre
- ✎ the Department for Further Education, Employment, Science and Technology developing an online STEM portal, STEM Australia, to provide information and research for all educators, students, parents and the community
- ✎ the Global STEM states, exploring the potential education opportunities associated with STEMfest, a festival of STEM-related conferences scheduled for Adelaide in 2014.

Our priority is 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, the *Advanced technology* program and the Maritime High School.

Health, physical activity and wellbeing curriculum in schools

The health, physical activity and wellbeing curriculum areas support school leaders, teachers, students and parents to understand the interconnectedness of students' health, wellbeing and improved learning outcomes. 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 2013, the department undertook the following health and physical education curriculum area activities:

- ✎ Facilitated a cross-sector Australian Curriculum Health and Physical Education Forum with the Association of Independent Schools of South Australia (AISSA) and the Catholic Education South Australia (CESA) to provide feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA)
- ✎ Prepared a whole-of-DECD response to ACARA for the Australian Curriculum: Health and physical education draft curriculum

- ✎ Presented quarterly Australian Curriculum Health and Physical Education updates to specialist and generalist primary health and physical education teachers in government schools
- ✎ Presented an Australian Curriculum Health and Physical Education update on 'Effective learning practices in health and physical education' to secondary teachers in the northern Adelaide region
- ✎ Presented at the Australian Council for Health, Physical Education and Recreation (ACHPER) 2014 Conference on 'Increasing daily physical activity levels of children in schools' and 'Using digital technology to assess in health and physical education'.

In 2014, DECD will be working closely with metropolitan and country primary and secondary schools to support familiarisation and implementation of the Australian Curriculum: Health and physical education curriculum.

Healthy food in schools and preschools – Right bite

During 2013 the results of the 2011-12 *Right bite* program evaluation were communicated with schools. The evaluation demonstrated a growing and positive statewide change in the attitudes and behaviours of South Australian school communities towards healthy eating.

One recommendation from the evaluation was to provide examples of *Right bite*-compliant canteens in case studies for the *Right bite* website. This was achieved in 2013, and *Right bite* newsletters continued to be distributed to schools.

In collaboration with SA Health, the *Healthy eating curriculum kit for primary schools* (second edition) was revised to incorporate the new Australian Dietary Guidelines. DECD also collaborated with the South Australian School Canteen Network to develop an online *Canteen self study guide*.

Eat well be active

During 2013:

- ✎ 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
- ✎ the department collaborated with the Australian Council for Health, Physical Education and Recreation (ACHPER) and Blueearth to provide healthy eating and physical activity teacher and parent capacity building services to all 206 schools
- ✎ the department developed an online forum for sharing of project resources/discussion forum.

The project was completed in 2013 (its fifth year) and the focus in 2014 will be on sustaining momentum gained in schools. Online resources will assist schools to continue.

Child protection curriculum

During 2013, in the area of child protection in schools and preschools, the department:

- ✎ developed a new agreement with the Principals Australia Institute for the ongoing training for staff in the *Keeping safe: Child protection curriculum* (KS:CPC)
- ✎ reviewed and updated the KS:CPC with feedback from an expert advisory group to ensure it:
 - ✎ reflects contemporary issues such as bullying and managing online relationships including sexting and cyber-bullying
 - ✎ aligns with the *Early years learning framework* (*Belonging, Being, Becoming*)
 - ✎ aligns with the Australian Curriculum
 - ✎ aligns with the SA *Teaching for effective learning framework*
- ✎ started refining a supplementary resource for teaching child protection education to students with special needs

- ✎ developed an online KS:CPC refresher course
- ✎ transferred all training data to an HR system so it will be available to leaders and staff
- ✎ improved the DECD *Child protection curriculum* website to include more information and resources for staff
- ✎ supported and provided advice to schools to implement the KS: CPC. This included significant communication with staff and leaders related to training and feedback follow up
- ✎ had a significant increase in the number of staff trained from 280 in 2012 to 1397 in 2013.

In 2014, DECD finalised the updated DECD *Child protection in schools, early childhood education and care services* policy, provided the updated KS:CPC documents and refresher course online, and developed a parent resource site. We explored the feasibility of student reports including the KS:CPC topics covered each semester as a reporting strategy for parents. We also began the process to align the *Responding to abuse and neglect* (RAN) and the KS: CPC more closely and continued to raise the profile of child protection education.

Sexual health education

In 2013, DECD:

- ✎ worked in collaboration with the sexual health information networking and education South Australia (SHine SA) to support learning about respectful relationships and sexual health in safe school community environments. SHine SA provided support to 134 secondary schools with a sexual health education program
- ✎ developed a *Relationships and sexual health education* website to provide information and resources for staff
- ✎ supported and provided advice to schools to implement relationships and sexual health education.

In 2014, DECD will continue the collaborative work with SHine SA to provide support to secondary schools and their new program for primary schools. We will also be providing more sexual health information to staff through the KS:CPC online resources.

Premier's be active Challenge

During the year there were 36 208 participants from 276 schools that completed the Premier's *be active* Challenge. Of the participating schools, 81% were government schools and \$50 000 was awarded to 50 high-achieving schools for the purchase of physical activity equipment, resources or professional services (27 of the 50 schools were from regional areas).

Also in 2013:

- ✎ 12 168 new participants completed the Challenge
- ✎ 119 students with a disability (and negotiated criteria) completed the Challenge
- ✎ families completing the Challenge rose from 68 in 2012 to 101 in 2013
- ✎ a range of high-profile ambassadors (including 2012 South Australian Paralympian and Olympian Ambassadors) visited 18 schools across the State to promote the Challenge and to encourage children to be more physically active in their daily lives
- ✎ an ongoing Premier's *be active* challenge early childhood program was established in conjunction with Sport SA's Certificate III trainees, the Office for Recreation and Sport and eight sites in the western region
- ✎ In excess of 250 students participated in the 10-week program that focused on increasing physical activity levels and developing competence in fundamental movement skills of three and four-year-old children.

In 2014 we will continue to grow the number of schools and families participating and the Premier's *be active* challenge early learning program.

Stephanie Alexander kitchen gardens and school gardens

In 2013 DECD collaborated with the Department of the Premier and Cabinet in developing the Stephanie Alexander Kitchen Gardens grant proposal as part of the government's *Healthy, strong children* policy announcement.

In 2014 DECD will collaborate with the Stephanie Alexander Kitchen Garden Foundation to provide grant funding of \$10 000 to 41 new schools bringing the total number of Stephanie Alexander Kitchen Garden schools in South Australia to 82.

Arts initiatives in 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 F(R)-10 Australian Curriculum for The Arts has been noted by the Education Ministers and it is anticipated that it will be published by ACARA soon.

Since 1974, the department has had an ongoing partnership with the Come Out Festival. In 2013, thousands of young people celebrated the 21st biennial arts festival with the theme *Dreaming the future*.

The Creative Education Partnership: Artists in Residence (CEP:AIR) is a national program that teams professional artists with students and teachers. This program will continue with the successful application for funding for a further three years. This Australian Government initiative is managed through a tripartite agreement between the Australia Council for the Arts, Arts SA and DECD.

During 2013, teaching and learning of the arts in schools was supported in a number of ways:

- ✎ Releasing *Come Out teaching and learning resource* to support the Come Out Festival. Using the learning design process, the resource materials were based on concepts from the draft Australian Curriculum: The Arts, ensuring it has currency beyond the period of the festival
- ✎ Facilitating and coordinating statewide responses to ACARA about refining the draft Australian Curriculum: The Arts
- ✎ Secondary students who were mentored by a professional songwriter, wrote the Come Out Festival 2013 song and were then able to hear their song performed by a mass choir during the festival with support from the South Australian Public Primary Schools Music Festival
- ✎ Professional learning workshops were held that attracted more than 200 teachers from primary and secondary schools to share in opportunities for exploring new approaches in teaching the arts and building ICT skills
- ✎ A festival keynote address delivered by Australia's Inaugural Children's Laureate, Boori Monty Pryor, which attracted over 200 educators
- ✎ A children's publishing program, Kids' Own Publishing, provided book-writing and illustration workshops for over 800 early years and primary school children, touring to approximately 15 regional and remote communities in South Australia
- ✎ A statewide festival project, *Future gardens* encouraged the use of recyclable materials to create artistic designs for school-based gardens and attracted participation from approximately 50 schools and over 4000 children. Participating schools around the state were led by an artist using ICT technologies
- ✎ Twelve schools were successful in their bids to partner with an South Australian professional arts organisation for an artist residency through the CEP: AIR program

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

Humanities and social sciences

In 2013, teachers from across the State were involved in providing feedback on the development of new subjects within the Australian Curriculum. In the learning area of *Humanities and social sciences*, the four subjects of history, geography, civics and citizenship and economics and business were completed in 2013. Although only history and geography have now been endorsed and published, all of these subjects will be available for schools to work with in 2014. History is expected to be implemented to Year 9 level and schools will be able to trial the other subjects, either in part or in full to familiarise themselves with both the described learning and the achievement standards for each year level.

During 2013 a number of schools were supported to trial elements of the new curriculum for both economics and business and civics and citizenship. Some schools are already exploring models of integrating and combining the learning in these and other subjects. One example of such planning involves Year 7 students engaged in learning about water as a resource and its place in the environment, while exploring the values and laws associated with water management in Australia as well as how flows and availability of water affect the human and physical environment.

The department's involvement in humanities and social sciences projects during 2013 included 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 South Australian serviceman or woman. This is coordinated by DECD and successful students are escorted on an overseas study tour. For the first time in 2014, this trip will include Darwin, Singapore and South Korea
- ✧ The Eden Prize, an essay writing competition for Year 10 students with connections to many aspects of the Australian Curriculum. Substantial cash prizes are provided from a 1956 bequest by John Joseph Eden. The 2013 winner was from Grant High School in Mount Gambier
- ✧ Supporting the Adelaide University community engagement programs, Western Region Enterprise Day and Northern Region Enterprise Day as an avenue for incorporating the Australian Curriculum subject economics and business
- ✧ Working with education managers from public institutions to develop a practical forum for middle years teachers around civics and citizenship learning that relates directly to the curriculum.

Languages education and support

The national drivers for languages education are the *National Indigenous languages* policy (September 2009), the draft *Australian Curriculum Framework for Aboriginal Languages and Torres Strait Islander Languages* and language-specific Australian Curriculum for 11 different languages, due to be published in 2014.

Within this national policy context and according to the requirements of the DECD curriculum, pedagogy, assessment and reporting policy R-10, languages education is a curriculum entitlement for all Reception to Year 8 students in government schools.

During 2013 the department worked with local, national and international partners towards the key goal of improving engagement and achievement of all students in quality, sustainable language programs.

On a national level, the department provided significant input into the development of the Australian Curriculum for 11 languages (Arabic, Chinese, French, German, Indonesian, Italian Japanese, Korean, Modern Greek, Spanish and Vietnamese) and the Framework for Aboriginal and Torres Strait Islander languages.

DECD also coordinated the national Endeavour Language Teacher Fellowships resulting in 10 government-school teachers being awarded an in-country scholarship across five languages.



Local, national and international partnerships

A series of 'webisodes' and flexible online resources documented stories of successful and innovative language practice in schools. Also during the year, 17 language assistants were appointed and funded by overseas governments to support teachers of Greek, French, German Italian and Spanish, within the requirements of intergovernmental memoranda of understanding.

Two DECD *Confucius classrooms* funded by the Chinese government are being established in Salisbury High School and William Light R-12 through the ongoing memorandum of understanding between the department and the Confucius Institute at the University of Adelaide.

A European Languages Festival jointly organised and funded by DECD and European memoranda of understanding partners was held in 2013 involving 14 government schools and 720 students.

A partnership was established during the year with the University of South Australia to support government schools participating in a languages pilot project. Also in the tertiary sector, a joint research project between Flinders University, School of Education and DECD resulted in 16 government schools delivering whole-school languages programs using the multilingual literacy approach. The department also worked with UniSA to undertake a *Languages in the middle years* review to research school factors that support or hinder student retention in languages from Year 8 to senior secondary.

Languages were introduced in 19 difficult-to-staff schools to 1100 students using distance technology through the Open Access College, as part of the whole-school Learning languages together initiative. Whole-school communities, including parents and non-language teachers are encouraged to learn the language alongside the students through this approach.

Fifteen additional teacher salaries were provided across 63 government primary schools to support 3509 students to study their background language in *First language maintenance and development* (FLMD) programs.

Increasing take-up of Aboriginal languages

Forty-seven Aboriginal languages programs across 44 government schools were delivered to over 4000 students, through the Aboriginal languages program. These programs represent nine South Australian Aboriginal languages and are delivered by approximately 90 people (45 Aboriginal and 45 non-Aboriginal).

Other outcomes for Aboriginal languages included:

- ✎ employing a young Aboriginal project officer to support the delivery of four Narungga language retraining programs
- ✎ establishing two new partnerships under the Aboriginal community language and culture partnerships initiative, making a total of eight Aboriginal language communities supported to take an active role in leading the revival and delivery of Aboriginal languages
- ✎ the Narungga Community Language and Culture Partnership, which has resulted in the number of students studying Narungga growing from 24 to 650 since 2008.

Volunteers in schools

Volunteers play a vital role in schools and preschools. People from all ages and backgrounds contribute to the task of educating our young people by sharing their life skills and experiences. Some of the many ways volunteers assist with student learning is by helping students with reading, acting as mentors, coaching sports teams, assisting with excursions, sharing skills such as gardening, and providing support in a canteen or library.

During 2013, a range of resources were developed to assist site leaders to effectively screen, manage and coordinate volunteers. All will be available online in early 2014 and will include the following:

1. Handbook for volunteers in public education
2. Volunteer agreement
3. Volunteer role description
4. Volunteers in school application and screening flowchart.

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.

SAFE team audits

On 23 November 2013 the Government announced the establishment of a mobile Screening Audits For Educators (SAFE) team in 2014. This team was established to conduct screening audits to assess whether relevant staff, third-party providers and volunteers at schools, preschools, out of school hours care services and support units have current criminal history screening clearances in place, in accordance with the *Children's Protection Act 1993* and DECD instructions.

MAPS team

DECD is a partner in the establishment of the Multi Agency Protection Service (MAPS) approach being led by SAPOL. MAPS is expected to become operational on 1 July 2014. MAPS will bring together other government agencies including SA Health, Department for Correctional Services and Department for Communities and Social Inclusion to provide a multidisciplinary response to domestic violence and children's safety.

Enhanced screenings for teacher registration

In April 2013 the Minister for Education and Child Development announced that registered teachers and applicants for registration will undergo a more rigorous screening process. The enhanced process will incorporate child protection history information into the assessment of fitness and propriety, as part of the background assessments conducted for the purpose of registration. A pilot will commence in 2014 which will inform full implementation of the model. The child protection history information provided to the Teachers Registration Board will pertain to adults who have been recorded as responsible for harm to a child by Families SA.

Over the page is a summary of the major 2013 child protection initiatives undertaken by the department.

Response to recommendations of the Independent Education Inquiry

One of the central outcomes of DECD's response to the Independent Education Inquiry (IEI) was the development of new guidelines, *Managing allegations of sexual misconduct*. They were developed by and apply to the government and non-government education sectors. They outline the responsibilities of leaders when responding to allegations of sexual misconduct against adults connected with their site. They are based on the model guideline provided in Chapter 15 of the IEI Report. They describe the actions to be taken and matters to be considered at different stages of the response and in doing so aim to provide a transparent process to help support all children, young people and adults impacted by an incident involving sexual misconduct. In particular the guidelines set out what information can be provided to different groups at different stages of a criminal prosecution. Stage one of a training program on the guideline was facilitated for all leaders in 2013 and stage two is being facilitated in early 2014.

Another significant reform connected with the IEI is the establishment of the DECD Incident Management Division. This division plays a critical role in supporting and guiding leaders when responding to sexual misconduct allegations. Case workers are now appointed to work alongside leaders in their ongoing responses to sexual misconduct allegations to help ensure the needs of all affected groups are met at the appropriate time and in a lawful way.

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.

In 2013, 13 SMART workshops were held, including workshops in the metropolitan area, Swan Reach, Port Augusta, Coober Pedy, Mimili and Fregon in addition to onsite training at Amata and Ernabella Schools. These were inclusive of all DECD staff.

The SMART program also supports schools to implement SMART *Practice and design trauma-informed teaching and learning environments*. In 2013 Amata Anangu School, John Pirie Secondary School, Reynella East College, Gawler East Primary School, Port Lincoln High School, Mt Gambier High School, Clare Primary School, Aldinga Primary School, Lincoln Gardens Primary School and Ernabella Anangu School engaged in the program.

The SMART online training was updated in 2013 and is freely available to all staff at www.childhood.org.au/training/smart-online-training. As at November 2013, 3903 individuals had completed the online SMART training. A collaborative SMART evaluation proposal has been negotiated with the University of South Australia Wellbeing Research Group.

Other DECD reforms

DECD is working alongside SAPOL, SA Health, Department for Correctional Services and Department for Communities and Social Inclusion to provide an inter-sectoral, multidisciplinary approach to both child protection and domestic violence matters. The initiative is to be known as Multi Agency Protection Service (MAPS). MAPS is reliant on the co-location of participating agency staff to enable timely sharing of information, collaborative risk assessments, identification of emerging patterns of concern, followed by coordinated actions across the service systems. The targeted date for implementation of the service is 1 July 2014.

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.

In 2013, 210 schools received a primary school counsellor resource allocation to support the appointment of primary school counsellor positions 2014-2017. In 2013, the State Government made a commitment to give all primary school students access to a school counsellor by 2015-16.

During 2013 in-service training offered to school-based counsellors focused on building the capacity of staff to respond effectively to mental health difficulties. Youth mental health first aid courses offered in collaboration with CAMHS were fully subscribed. To build capacity of schools to provide environments that support the psychological wellbeing of gender and sexually diverse young people, who have increased rates of depression, self-harm and attempted suicide, a professional learning day was offered in March and was fully subscribed.

Responding to abuse and neglect – education and care training (RAN-EC)

It is a condition of employment in government schools and services that all individuals must have attended or be registered to attend a full day's face-to-face RAN-EC training. This course was developed to update staff working in schools and children's services about the role they play in preventing and responding to child abuse and neglect.

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.

The training organisations approved to provide this course are:

- ✎ the Council of Education Associations of South Australia (CEASA)
- ✎ Gowrie Training Centre
- ✎ Access Programs
- ✎ Australian Education Union (AEU). (The AEU provide a particular focus on training undergraduates and do not provide update training).

Every three years departmental staff members in sites are required to access the 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.

Completion of this update course will meet one of the requirements for:

- ✎ ongoing employment with DECD, Catholic Education South Australia (CESA) and schools connected to the Association of Independent Schools of South Australia (AISSA)
- ✎ applications for renewal of teacher registration with the Teachers Registration Board of South Australia.

Volunteers are also required to access the RAN-EC induction session for volunteers, before undertaking volunteer duties.

Since its release in March 2012, 45 349 schools staff across all three sectors have completed the RAN-EC online training.

An analysis will be undertaken of the feedback provided by 3000 users of the online course during 2013 and this will help inform the development of the 2015 course.

Anti-bullying – school discipline

The DECD *School discipline* policy states that the department, 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 for all children and young people.

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

The *Coalition to decrease bullying, harassment and violence in South Australian schools* provides advice to DECD on policy matters and school prevention and intervention strategies aimed at reducing the prevalence and impact of bullying in schools. 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 a representative from South Australia Police.

DECD provides policy advice to regional support services and schools in strategies to reduce the prevalence and impact of bullying for individuals and school communities. Current policy and guidelines shaping advice in this area include:

- ✎ *Safer DECD schools* – through the reduction of bullying, harassment and violence
- ✎ *Cyber safety – Keeping children safe in a connected world*
- ✎ *Challenging homophobia in schools – A guide for school staff*
- ✎ *How to deal with inappropriate comments on social media*
- ✎ Support for staff, children and young people

affected by inappropriate online behaviour

- ✎ *Making our sites safer: Crime with electronic evidence* (revised 2013).

The department recommends that all schools audit their practice using the *National safe schools* framework (NSSF) audit tool. The NSSF identifies nine key elements to assist schools in planning, implementing and maintaining a safe, supportive and protective learning community that promotes safety and wellbeing.

To support schools in their implementation of the NSSF, the *Safe schools hub* website was developed to draw together research-informed best practice, resources and professional learning options.

The Safe, Supportive School Communities (SSSC) group – a working group of SCSEEC with representatives from each state and territory in Australia – provides advice in the development of the *Safe schools hub* as well as the *Bullying No Way!* Website, Australia's premier anti-bullying resource. The website includes nationally consistent messages about bullying, curriculum resources, a free iPad app for adults to talk with children about bullying issues, and additional interactive programs and resources for young children and their families.

In the area of cyber safety/bullying, DECD partners with and promotes the Australian Communications and Media Authority's *CyberSmart* resources through policy advice, information presentations and the active promotion of education resources to schools and support services.

DECD schools participated in a successful *National day of action against bullying and violence* in March 2013. More than 42 000 children and young people and 119 school communities participated in local school community activities such as assemblies, visual and creative arts performances, anti-bullying forums and a community march. The department hosted an educator conference featuring renowned psychologist, Andrew Fuller.

During the year DECD renewed its focus on a safe, supportive school environment by re-allocating 138 FTE primary school counsellor salaries to enable 210 category 1-5 education disadvantage schools to appoint a counsellor. The primary school counsellor resource is tenured for three years.

School counsellors provide preventative and developmental leadership in whole-school wellbeing approaches as well as intervention and case management for individual young people requiring additional support.

Schools were further supported to manage bullying incidents and whole-school, preventative strategies through 38 regionally based behavior specialists.

Principle 7 of the DECD *School discipline* policy states that staff must have opportunities to develop a wide range of skills in managing student behaviour. In 2013 key sections of the existing teacher learning program *Your classroom: Safe, orderly and productive* was made available on line with an interactive forum.

Training in responding to problem sexual behaviour was made available to senior leaders through regions and included a package for those leaders to use with their staff. Regional behaviour support staff undertook learning in mental health support, Disability Standards for Education, *National safe schools* framework, data collection and mentoring and supporting early career colleagues.

In 2013 the department played a key role in the *National symposium on bullying, young people and the law* where it provided evidence of best practice in policy development, cross-government partnerships and educator practice to the symposium. The department played a key role in the development of the symposium's recommendations, consistent with its own wellbeing focus.

DECD provides policy and operational advice on two significant Australian Research Council (ARC) research projects namely:

- *Punish them or engage them – Behaviour at school study* (University of SA)
- *Prevalence and effectiveness of anti-bullying strategies in Australian schools* (Professor Ken Rigby).

Through Principals Australia, DECD revised the *Keeping safe child protection curriculum* (teaching respectful relationships and responsible use of technology help to address cyber bullying). The curriculum update received advice from academic members of the Coalition to reflect contemporary research informed strategies and curriculum.

In 2014, the department will take a lead role in working with South Australian Police, leading academics, the Attorney-General's department, school staff and students on the issue of 'sexting'. The intent of the advisory group is to develop recommendations from a legal and educative perspective.



Chapter 4

Strengthening early
childhood development
and education: Birth-5+

Executive summary

Strengthening early childhood development and education: Birth-5+ 2013 outcomes and information

Early years learning framework (EYLF)

During 2013, DECD 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* enabled preschool educators to focus on how the use of Reflect Respect Relate (RRR) and the EYLF support improvement in the context of the National Quality Standard.

National Quality Framework (NQF)

As at December 2013, 87% of assessed DECD early childhood services were rated at *Meeting NQS or higher*. Three DECD services are among the first four services nationally to be awarded the Australian Children's Education and Care Authority (ACECQA) *Excellent* rating, the highest rating a service can achieve under the NQF.

Children's centres

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. As at December 2013 there were 36 children's centres completed and operational in South Australia.

Child and Family Health Service (CaFHS)

CaFHS 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. More than 400 employees provide services and support in more than 120 centres across South Australia. In 2013 a significantly revised Blue Book (child health record) was released, more than 18 000 universal contact visits were conducted, and more than 1500 families were supported at any one time in the *Family home visiting* program. Almost 261 000 'parent easy guides' (PEGs) were distributed on request, including 19 720 Aboriginal and 32 620 migrant PEGs.

Occasional care - strengthening families

During 2013 an initiative started in collaboration with Child and Family Health Services (CaFHS) and Families SA (FSA) to explore strategies within the occasional care program to support families earlier, strengthen joined up services, and to target resources to improve access and outcomes for children and families experiencing adversity and vulnerability. This project supports the department's aim to work better as an integrated system that serves the education, care, health and developmental needs of children.

Introduction – early years

The 'early years' covers birth to around age five, when most if not all children are involved in an early childhood education or care service.

Children's early years are vital for healthy brain development and have a lifelong impact on behaviour, learning and health outcomes for children and young people. The SA Government recognises this and DECD is responsible for leading the strategic priority, *Every chance for every child*.

DECD 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, and the department aims to work in partnership with parents and carers to achieve the best outcomes possible for children.

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 36-41.

Improving early learning (EYLF)

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. The EYLF and *Reflect Respect Relate* (RRR) are at the heart of powerful learning within the DECD *Numeracy and literacy* strategy.

Achievements in 2013

During 2013, 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* enabled preschool educators to focus on how the use of RRR 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.

Publications released in 2013 include EYLF *Perspectives on pedagogy* brochure and poster, Finding the ways *Belonging Being and Becoming* in an integrated early childhood service, and a suite of *Transition to school* resources.

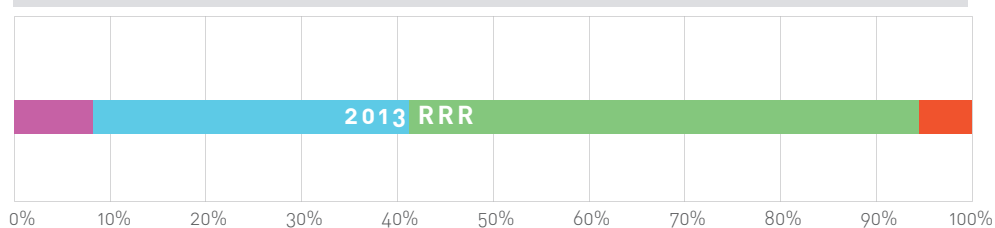
In 2014 focus will continue on curriculum planning, assessment and improvement cycles, and continuity of learning in the context of department initiatives such as changes in local partnership arrangements, and the SA Thinker in Residence, Carla Rinaldi, recommendations. The EYLF and RRR will be key in informing professional learning for early years educators around quality pedagogy and learning environments.

Internal questionnaire responses reflect an ongoing trend of continued growth in understanding and implementation of the EYLF and RRR in improving outcomes for children.

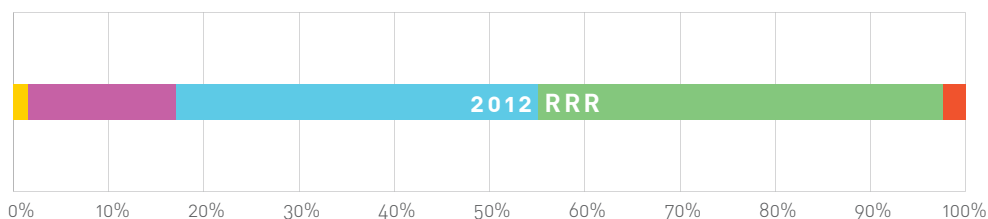
The following graphs show an increase in the number of educators using the RRR resource more proficiently and a shift to increased confidence and proficiency in 2013 with the EYLF.

Internal questionnaire results:
Self assessment by educators
across South Australia.

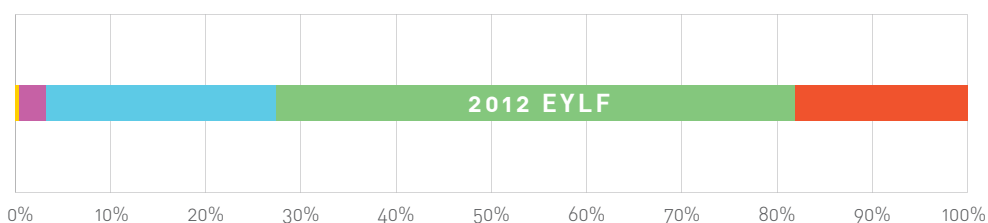
Educators using Reflect Respect Relate and Early Years Learning Framework



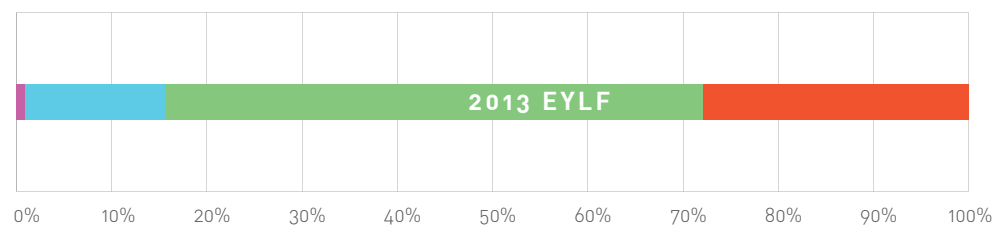
■ Familiarisation
 ■ Early engagement
 ■ Gaining proficiency
 ■ Confident and competent



■ Unaware
 ■ Familiarisation
 ■ Early engagement
 ■ Gaining proficiency
 ■ Confident and competent



■ Unaware
 ■ Familiarisation
 ■ Early engagement
 ■ Gaining proficiency



■ Familiarisation
 ■ Early engagement
 ■ Gaining proficiency
 ■ Confident and competent

Improving early learning – National Quality Framework

The National Quality Framework assessment and rating process is to determine whether and at what rating level a service meets the National Quality Standard and the requirements of the National Education and Care Services Regulations.

DECD is the approved provider of government preschools and government run family day care schemes in accordance with the *Education and Early Childhood Services (Registration and Standards) Act 2011*.

The quality assessment and rating process undertaken by the Education and Early Childhood Services Registration and Standards Board of South Australia, gives services and families a better understanding of what a quality service is.

A key focus of the new system is to promote quality improvement.

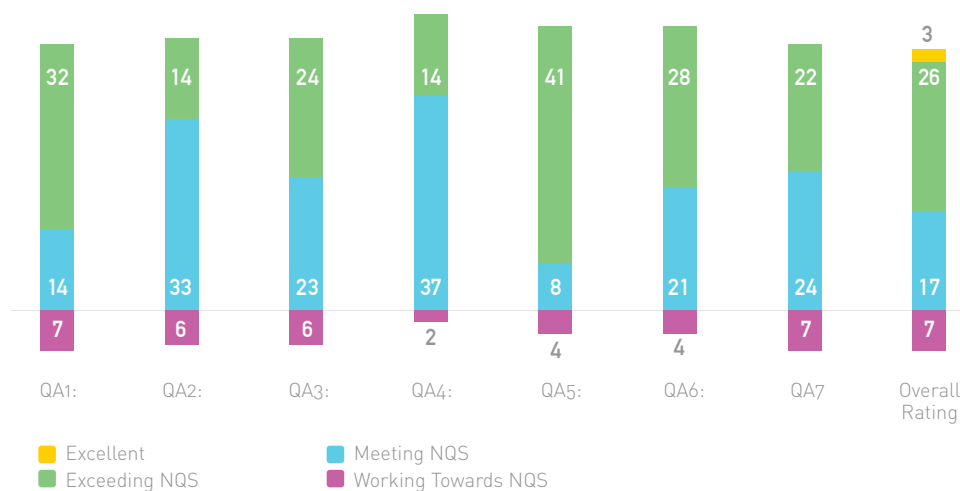
Seven Quality Areas (QAs) are externally assessed and rated.

- QA 1 Educational program and practice
- QA2 Children's health and safety
- QA3 Physical environment
- QA4 Staffing arrangements
- QA5 Relationships with children
- QA6 Collaborative partnerships with families and communities
- QA7 Leadership and service management.



Fifty-three DECD preschools are included in the following rating summary at November 2013. This represents approximately 14% of the total number of DECD preschool services. Approximately 60% of rated preschools are standalone, and 40% are school-based preschools.

Assessed DECD preschools: (Nov 2013) Number of ratings for each quality area & overall rating



Nationally, at this time, 58% of services were *Meeting or Exceeding the National Quality Standard* whilst 87% of DECD services were rated at *Meeting NQS or higher*.

Three DECD services are among the first four services nationally to be awarded the Australian Children's Education and Care Authority (ACECQA) *Excellent* rating, the highest rating a service can achieve under the National Quality Framework (NQF).

The *Excellent* rating recognises services who exemplify and promote exceptional education and care that improves outcomes for children and families; demonstrate leadership that contributes to the development of a community, local area or the wider education and care sector; and demonstrate commitment to sustained *Excellent* practice through continuous improvement.

Nationally, at this time, 58% of services were Meeting or Exceeding the National Quality Standard whilst 87% of DECD services were rated at Meeting NQS or higher.

Engaging families in the early childhood development story

This national project led by DECD and funded by the Standing Council on School Education and Early Childhood reached completion in June 2013 with all deliverables submitted on time and within budget. The first of its kind internationally, the project concludes three years' national investment to improving outcomes for children and families.

The *Engaging families* project supports the reform priority under the Council of Australian Governments (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.

Stage 1 of the project was a research phase, designed to frame the key messages of a potential social marketing strategy to increase parents' understanding of evidence-based information from neuroscience. On the 8 December 2010, MCEECDYA endorsed the release of the final four reports. Stage 2 of the project aimed to develop a range of strategies to share the messages with the community.

Achievements in 2013

The final deliverables included a strategic social marketing plan that will form the foundation for a potential future social marketing campaign. Developed in partnership with the Australian Research Alliance for Children and Youth and TNS Global Marketing, the plan is based on extensive research with families and provides direction on how to best communicate desired behaviours in a way that resonates with parents.

A practice guide for working with families from pre-birth to eight was also completed. The guide consolidates key principles and best practices for practitioners to work in partnership with families to improve outcomes for children, while sharing consistent messages about the early years regardless of what service, support or information parent's access.

A research report, *Developmental research for a social marketing campaign* was also released that includes consultations with grandparent representatives, Aboriginal representatives and fathers.



de Lissa Chair 'Children's Voices' research partnership

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

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

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

The evidence base, tools and resources developed through this research partnership has seen children and young people from across the state involved in informing the review of South Australia's Strategic Plan, the development of a local government social plan and consultation on proposed state government legislation and policy.

Achievements in 2013

More than 500 children and young people were involved during the year in community asset audits to inform South Australia's leadership of the Child Friendly SA initiative in partnership with UNICEF Australia.

UNICEF Australia CEO Dr Norman Gillespie and the Premier's Community Engagement Board officially recognised the research partnership as leading best practice.

A *Better together* challenge grant allowed children's views to be translated into action in communities. A free resource *Children's voices: A principled framework for children and young people's participation as valued citizens and learners* was developed, and South Australia's excellence was showcased through national and international keynote presentations.

The Australasian Journal of Early Childhood featured the research partnership and a book *Children as citizens – Engaging with the child's voice in educational settings* was published in 2013 through Routledge.

During 2014 the research partnership will expand to focus particularly on children and young people living in priority circumstances, such as children who have an Aboriginal background, children living with refugee status in the community or in detention, children who have newly or recently arrived as immigrants to Australia, children living in poverty and low-SES circumstances, children who are learning English as an additional language, children living with disability, and children who are living in out-of-home care.

Services for children

Children in education and care services 2011-2013 aged birth-12+

Operated, funded or sponsored by DECD in 2013

Service	2011	2012	2013
Preschool ^{1,2}			
Government-provided preschool services	17 151	17 890	18 378
Non-government grant funded services	1 020	3 307	3 486
Children's centres ³	2 225	2 447	2 746
Integrated centres ³	2 726	2 030	1 690
Playcentres	389	419	330
Family day care ⁴	10 070	10 232	8 990
Rural care	318	334	353
Occasional care ⁵	2 662	2 490	2 722
Learning Together @ Home	645	1300	1 662
Not operated by DECD			
Out of school hours care ⁶	38 774	Data not avail from DoEd	Data not avail from DoEd
Vacation care ⁷	not avail	not avail	not avail
Childcare centres ⁸	not avail	Data no longer housed in DECD from 1-1-12	Data no longer housed in DECD from 1-1-12

Notes

- Government provided preschool services includes all centres that are resourced and managed by DECD. The number of children enrolled in preschool when data was collected in Term 3 2013 has been aggregated up to counter the one-off impact that the transition from a rolling intake to a single intake preschool enrolment policy for DECD in 2013.
- 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 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. 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. For 2008 to 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. From 2012, the number of preschool enrolments are all children enrolled who were aged 3-5 years old as at 1 July. Preschool enrolments excludes children enrolled in pre-entry transition programs. Note that children enrolled in multiple services would be counted for each enrolment.
- Figures reported separately for integrated centres, Aboriginal children & family 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 to 2012. This has resulted in a reduction in the reportable number of children's attendances.
- Data is current for number of children registered as at 30 June 2013 across all DECD family day care schemes
- Occasional care includes DECD-funded occasional care services.
- In 2011, data for OSHC services was sourced from the Australian Government Department of Education 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 Australian Government-funded vacation care figures were combined. Note that DECD also funds 75 child places at one vacation care service.
- 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.

Sources: 2011 – DECD Preschool Staffing Data Collection, Term 2
2012-2013 – DECD Annual Census of Children's Services, Term 3

Education and care services 2011-2013 for children aged birth-12+

Operated, funded or sponsored by DECD in 2013

Service	2011	2012	2013
Preschool ^{1,2}	386	429	501
Government-provided preschool services	Not reported	Not reported	391
Non-government grant funded services	Not reported	Not reported	110
Children's centres ³	23	25	36
Integrated centres ³	23	20	21
Playcentres	29	32	30
Family day care ⁴	12	12	12
Rural care	14	13	13
Occasional care ⁵	87	86	87
Learning Together @ Home	12	12	12
Not operated by DECD			
Out of school hours care ⁶	330	340	346
Vacation care ⁷	256	259	255
Childcare centres ⁸	337	Data no longer housed in DECD from 1-1-12	Data no longer housed in DECD from 1-1-12

Notes

- Government provided preschool services includes all centres that are resourced and managed by DECD. The number of children enrolled in preschool when data was collected in Term 3 2013 has been aggregated up to counter the one-off impact that the transition from a rolling intake to a single intake preschool enrolment policy for DECD in 2013.
- 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 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. 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. For 2008 to 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. From 2012, the number of preschool enrolments are all children enrolled who were aged 3-5 years old as at 1 July. Preschool enrolments excludes children enrolled in pre-entry transition programs. Note that children enrolled in multiple services would be counted for each enrolment.
- Figures reported separately for integrated centres, Aboriginal children & family 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 to 2012. This has resulted in a reduction in the reportable number of children's attendances.
- Data is current for number of children registered as at 30 June 2013 across all DECD family day care schemes
- Occasional care includes DECD-funded occasional care services.
- Data for OSHC services is sourced from the Australian Government Department of Education 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 Australian Government-funded vacation care figures were combined. Data only reflects those services that responded to the non-compulsory 2013 DECD Census and does not reflect all services operating in SA. Note that DECD also funds 75 child places at one vacation care service.
- 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.

Sources: 2011 – DECD Preschool Staffing Data Collection, Term 2
 2012-2013 – DECD Annual Census of Children's Services, Term 3

Learning together

Learning together is a program for families with children aged birth to three operating in seven areas throughout South Australia. The program aims to involve families in their children's learning from birth. All programs and associated outreaches are located in areas of disadvantage and work with specific groups – 19% of families have a culture other than Australian and includes Aboriginal (7% of current enrolment) families.

This program aligns closely to the *Every chance for every child* South Australian strategic priority by supporting family networks and parents in their parenting role and in their important role of engaging their children in early learning experiences at home and beyond.

As at December 2013 there were 818 families with 1017 children enrolled. There were 52 731 attendances throughout the year.

Achievements in 2013

The final impact report on the national partnership expansion of *Learning together* was released and showed the efficacy of the program and the beneficial impact on families. Some findings were:

- ⌞ almost 100% of children received reliable, predictable and consistent responses from their families (up from 65%)
- ⌞ almost 100% of children spend time reading together with an adult, with a 25% increase in those doing this daily
- ⌞ 78% of families are now visiting libraries (previously 40%) and 68% are borrowing books.

The *Playgroups in schools* (PinS) program was established using the *Learning together* approach to working with families and a focus on numeracy and literacy. There are now 38 playgroups operating, with 17 in the regional areas of the State. Resources and training have been produced to support these groups and practical support has been provided through a partnership with Playgroup SA.

Learning together @ home

Learning together @ home is a home visiting program for families with children aged birth to four. It is associated with *Learning together* and operates from 12 programs across much of the State. The program aims to support families to support their children's learning through play. They mostly operate in areas of disadvantage and involve a range of identified groups.

Throughout 2013 *Learning together @ home* worked with 1216 families with 1662 children. There were 11 573 contacts. Also in 2013 a family survey with 211 client families (34% of which completed the survey). Findings included the following:

- ⌞ 96% of children were communicating more, with most reporting they communicated much more
- ⌞ 92% of families say they are more confident, and the majority of them saying they are a lot more confident
- ⌞ 91% of families say that they have greater understanding of their child
- ⌞ 88% say they are playing more with their children and most report that they are playing a lot more
- ⌞ Talking (82%), reading (76%) and singing (72%) all show significant changes as a result of being involved with *Learning together @ home*.
- ⌞ 86% said their child communicated differently
- ⌞ Parents play (87%) and talk (78%) differently with their children.

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 2013, there were 733 registered educators in DECD sponsored schemes, caring for 8990 registered children.

Achievements in 2013

To improve quality service provision for children and families all educators in DECD family day care schemes signed educator registration conditions outlining educators' responsibilities in working within a DECD family day care scheme, and new policies and procedures reflecting the National Quality Framework were implemented during 2013.

The Northern Metro Family Day Care Northside Coordination Unit 2013 won the South Australian Excellence in FDC Coordination Unit of the Year awarded by Family Day Care Australia.

Occasional care

The *Occasional care* program provides short-term child care support for families with children before commencing preschool education. The program operates in 87 preschools and children's centres for early childhood development and parenting across South Australia. *Occasional care* provides a first link for families to early childhood education and care services, and enables families to access care where there are limited other childcare options available.

At the Para West Adult Campus, under the leadership of the DECD *Learning together* program, the occasional care program meets the short-term child care needs of over 50 young parents with children while they complete their studies. This service has now been embedded into the accommodation footprint for the future needs of the site.

Achievements in 2013:

During 2013 an initiative started in collaboration with Child and Family Health Services (CaFHS) and Families SA (FSA) to explore strategies within the occasional care program to support families earlier, strengthen joined up services, and to target resources to improve access and outcomes for children and families experiencing adversity and vulnerability. This project supports the department's aim to work better as an integrated system that serves the education, care, health and developmental needs of children.

Four *Occasional care* programs at Callington Kindergarten, Morphett Vale Primary School, Lake Windermere Children's Centre and Ingle Farm Children's Centre will work with key local partner agencies during early 2014. This demonstration project aims to improve family and care support for families experiencing vulnerability, and to link program sessions with other early childhood and parenting programs, assisting parents to access support services. The outcomes of the project will form the basis of recommendations for the program's operational framework into the future.

Occasional care programs were established in a further six children's centres for early childhood development and parenting and children and family centres. *Occasional care* operates from 18 children's centres, delivering approximately 322 hours of care a week for up to 632 children.

During the year, 18 sites increased the length of the occasional care sessions to align with the start and finish times of the preschool session. This takes the total number of sites offering three-hour sessions to 41 across the State.

Rural long day care

Rural long day care in preschools is funded by the State and also receives funding from the Australian Government to administer the program and assist with the cost of child care for eligible families. The program provides the opportunity for children from birth to 12 years of age in some rural, remote and indigenous communities to participate in quality, flexible early childhood education and care in an integrated setting. Access to rural long day care provides significant benefits for South Australian families including greater choices for care and early learning options for those working and or studying and supporting women's return to employment in rural communities.

Achievements in 2013

Currently there are 13 services in South Australia that are approved to care for up to seven children. These services are open for a minimum of eight hours a day, five days a week 50 weeks per year. Expansion of the program by a further 10 services across the State has been approved. Rural preschool governing councils have been invited to express an interest in operating a service, with establishment of the additional ten sites planned to commence from June 2014 over the next three years.

Children's centres for early childhood development and parenting, and children and family centres

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. Children's centres support children and families to achieve the best possible learning, health and wellbeing outcomes in a universal setting with targeted responses for children and families who may require additional support.

The South Australian Government is establishing 40 of these centres on school sites across metropolitan and regional South Australia including four children and family centres through a partnership with the Australian Government as part of the Indigenous Early Childhood Development National Partnership. Children's centres are a multiagency initiative with DECD as the lead agency.

Children's centres focus on children's learning and development within the context of their family and community. Through a collaborative partnership approach, government and non-government agencies develop a multidisciplinary team who provide a combination of universal and targeted services for young children and programs designed to strengthen the capacity of families and the community to respond to children.

Children's centres provide preschool education, playgroups and crèche, occasional care or long day care, health and family support services and information and community activities for all children and families within the local community.

In addition to these core services, a range of services are targeted to the local community according to community strengths and needs and existing services. The mix of services in each centre is dynamic and determined by the leadership team and staff, parents and community members, and locally based government agencies and non-government and community-based organisations.

Achievements in 2013

There are now 36 children's centres completed and operational including Andamooka Children's Centre, which was officially recognised in November 2013. Other children's centres completed in 2013 included Gawler, Lake Windemere, Ingle Farm, Gilles Plains, Port Pirie and Darlington.

Of these, there was full completion of the four children and family centres under the Indigenous Early Childhood Development National Partnership at Gabmididi Manoo in Whyalla, Taikurrendi at Christies Beach, Ernabella on the APY Lands and Ceduna.

In August 2013 the Isis Group was the winner of the Excellence in a Commercial Building \$2-5m category for Taikurrendi Children and Family Centre. The Master Builders Association judges were most impressed by the level of collaboration between ISIS and the client, including the opportunities created for the local Aboriginal community.

In July 2013 a partnership between DECD and SA Health commenced to deliver midwife-led antenatal services at Cowandilla and Ocean View Children's Centres. This is enabling pregnant women and their partners to attend antenatal appointments with experienced Women's and Children's Hospital midwives in a local early childhood setting.

Qualitative evaluation of children's centres

The Telethon Institute for Child Health Research through the Fraser Mustard Centre has been engaged to undertake a three-year evaluation of these South Australian children's centres. The overall aims of the evaluation are to measure process and impact of integrated services in children's centres. The evaluation approach employs a mixed-method research design, the first stage of which is qualitative and involves the conduct of focus groups and interviews with people working in, working with, and using services in children's centres.



Overall the findings from this qualitative research show an improvement in the operation of children's centres from the previous qualitative evaluation conducted in 2009.

Completion of children's centres in 2013

In 2013 the construction of Gawler, Lake Windemere, Ingle Farm, Gilles Plains, Pt. Pirie, and Darlington Children's Centres was completed. In addition three Children and Family Centres were completed and officially opened at Whyalla, Christies Beach and Ceduna.

Another three centres are expected to be completed and operational by July 2014 bringing the total of centres to 39.

Allied health program

The *Allied health in children's centres* program primarily provides speech pathology and occupational therapy (OT). These two disciplines have been identified as having key roles in providing early intervention services to promote optimal child development outcomes.

The *Allied health* program augments the universal early childhood and child and family health services provided across the State.

Twenty allied health staff members are involved in the delivery of the program, funded by DECD and employed by SA Health, where they receive professional support and discipline specific supervision. The allied health practitioners aim to build the capacity of staff, parents/carers and the community of the centre by providing prevention and early intervention services. Currently the program is provided at 16 children's centres across SA.

Family contact

The *Family contact playgroup* is a partnership between Families SA and family services coordinators in children's centres. The purpose of the *Family contact playgroup* is to provide parents of young children who have been removed from their care with the opportunity to develop parenting capabilities and facilitate the safe return of their children. Parents can benefit from these playgroups through social interaction, making friends, sharing experiences, learning new parenting skills and building networks with their wider community.

The program will be implemented in specifically identified children's centres from Term 1, 2014.

Let's read program and early literacy

In 2013, The Smith Family continued to provide *Let's read* program training to children's centres. The program encourages parents with children birth to age five to support their child's literacy development. During 2013, 35 children's centres were delivering the program and a further three centres will implement the program in 2014.

The program is delivered at four points during a child's development, four months, 12 months, 18 months and three years and parents are given an age-specific resource pack and information on early literacy. To date approximately 6000 packs have been ordered by centres and given to parents. Preliminary data from parent surveys show the majority report a significant increase in the amount they read to their child following their participation in the program.

Antenatal program

As part of the *Public sector renewal* program established in 2012, a partnership between DECD and SA Health commenced in July 2013 to deliver midwifery-led antenatal services at Cowandilla and Ocean View children's centres. This is enabling pregnant women and their partners to attend antenatal appointments with experienced Women's and Children's Hospital midwives in their local community. The Fraser Mustard Centre is undertaking an evaluation of this service. Antenatal services also continue to be provided at Parafield Gardens, John Hartley and Kaurana Plains.

Professional development program

The program aimed to extend the skills, knowledge and capacity of the interdisciplinary workforce to achieve the four broad population outcomes identified within the children's centres outcomes framework. The program incorporated a range of professional development opportunities including workshops, conferences, coaching peers, professional supervision, communities of practice and action research.

In order to identify the leadership capabilities that are needed to improve the function of children's centres, staff from Lady Gowrie were contracted to undertake a survey of centre staff and families. From the data provided through the surveys and focus groups, the analysis undertaken has suggested the importance of a holistic and situated approach to leadership professional development and learning.

One of the main recommendations for a comprehensive professional development program for children's centres for 2014-2015 was the development of a leadership professional learning program incorporating applied and practical implementation involving project work within services to progressively build conceptual understanding. In addition there was support for professional

development to be predominantly located within sites and delivered through district/local hubs or interests groups.

Out of school hours care and vacation 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.

Achievements in 2013

New OSHC policy and guidelines for the provision of OSHC on DECD sites

From July 2013 there was change in the OSHC policy that will expand the provision of OSHC services on government school sites by allowing both commercial and not-for-profit third party providers to operate on DECD sites. By opening up the provision of OSHC to a wider market of operators it is anticipated that the number of locations will increase overtime resulting in improved opportunity for families to access care for their children before and after school and during vacation periods.

Workforce development – OSHC forums

DECD together with Gowrie SA and in partnership with the Education and Early Childhood Services Registration and Standards Board of South Australia facilitated the 2013 OSHC Forums outlining the notification and reporting requirements of approved providers to comply with the Education and Care Services National Regulations and DECD policy.

My time outside – Valuing the benefits and risks of natural outdoor play environments

DECD together with Gowrie SA facilitated two lectures presented by leading international play experts, Tim Gill and Niki Buchan during July and August of 2013. The lectures highlighted and reinforced the importance of outdoor play and connecting children to nature. They looked at how to balance risk to benefit of children's play experiences, explored how governance can support reflection on values and attitudes around risk and review of service policies and practices. In addition they demonstrated engaging natural outdoor spaces for play, and linked information to the National Quality Standard Quality Areas 1 and 3 and the Education and Care Services National Regulations.

Intervac

The *Intervac* program improves access and participation in early childhood services for children with specific needs. It also supports services to meet the requirements of the *Disability Discrimination Act 1992*. Intervac funding is provided by DECD to approved OSHC 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 provide 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 also 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 Term 4 2012 up to and including October vacation care 2013, 68 services accessed this funding to provide care for a total of 258 children. A total of 20 532 hours of subsidised care was funded through this initiative.



Playcentres

Playcentres provide a service to children 0-5 and their families where there is no access to another children's service. There are 30 playcentres operating in rural and remote South Australia.

The Port Kenny community decided to relinquish its program in 2013 due to very low numbers. Port Germain Playcentre will remain despite the closure of the school. The cluster program of playcentres on lower York Peninsula support from Warooka Primary School has continued to grow in capacity with the inclusion of CaFHS and other allied programs to support the families.

All playcentres are now under the leadership of schools or preschools and program support will be provided from the *Learning together* program in 2014.

Child and Family Health Service (CaFHS)

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 effective monitoring of child health and wellbeing in South Australia.



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

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

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 2012-2013 include the production of a significantly revised Blue Book (child health record), more than 18 000 universal contact visits and supporting more than 1500 families at any one time in the *Family home visiting* program, and the distribution of 260 820 'parent easy guides' (PEGs) were distributed on request, including 19 720 Aboriginal and 32 620 migrant PEGs.

Baby friendly health initiative accreditation

The Child and Family Health Service (CaFHS) officially became the first community health service in Australia to receive *Baby Friendly Health Initiative* (BFHI) accreditation in 2013. A global initiative to increase breastfeeding rates, this accreditation recognises our efforts to promote the strong link between breastfeeding and baby health.

Evidence suggests that when an organisation receives BFHI accreditation, both the numbers of women who elect to breastfeed and the duration for which they breastfeed increase. The accreditation requires that all staff and volunteers who have contact with women, mothers and their families accessing CaFHS, receive orientation and education on the benefits of breastfeeding. This will enable all mothers who use this service to receive the information and support they need to make the best choice for themselves and their baby.

This builds upon work in the hospital setting with the Women's and Children's Hospital achieving 'Baby Friendly' accreditation status in 2012.

Blue book (child health record)

Now in its 34th year, the Child Health Record, (the Blue Book), has been revised extensively commencing with the 2009 edition. The new 2013 edition, finalised in June 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 Parenting SA's key strategy has been the production of printed Parent Easy Guides (PEGs) on a wide range of parenting topics, with some specially developed for Aboriginal families and new and emerging migrant communities. PEGs are provided free of charge, and displayed in health, education and community services across SA. They can be downloaded from the Parenting SA website at www.parenting.sa.gov.au.

As at June 2013 there were 66 PEGs for the general community, 12 for Aboriginal families and five in five languages for migrant families. A total of 260 820 PEGs were distributed on request, including 19 720 Aboriginal and 32 620 migrant PEGs.

Significant developments this year include consultation with Aboriginal families and services to inform a revised suite of Aboriginal PEGs for publication in 2014, and the publication of two new migrant PEGs in five languages on 'Families and the Law' and 'Keeping Children Safe'. Licence agreements are in place with three other States/Territories to allow PEG content to be used in those jurisdictions.

Parenting SA also supports parents through:

- a free public seminar program – 1483 members of the public attended parenting seminars in central Adelaide and outer suburb locations
- small grants program – 41 not-for-profit agencies and groups received grants for activities and resources that build on parents' knowledge, skills and confidence for parenting, included CALD, low-SES, Aboriginal, disability, young parents, rural/remote. 2153 parents accessed grant-funded activities
- a free first reading book provided to parents of all babies born in SA through the CaFHS 'universal contact' visit – 23 876 copies of *Right from the start* were provided, including 2417 copies of the Aboriginal version. Reading with babies from birth promotes baby development, attachment and early literacy
- contributing funding to the *Talking realities* program for young parents managed by the Second Story, WCHN.

Parent Helpline

This is one of a broad range of parenting support services that complements a range of other person-to-person and online services as well as free and widely distributed printed materials.

The Parent Helpline (PHL) is a telephone support service to South Australian families that sits within CaFHS and is staffed by trained nurses and a social worker. It has been operating in South Australia since 1923.

The PHL provides confidential health and parenting information, advice and supportive non-therapeutic counselling for families with children aged up to five years. The staff respond to calls every day of the year and in conjunction with Health Direct provide services 24 hours a day. The PHL handles approximately 2500 calls per month with the top three common parent concerns being:

1. parenting strategies
2. health information
3. general behaviour.

Universal contact visits

The early years are a critical time for a child's development and learning. Establishing a strong foundation at this age provides a strong platform to build the health and wellbeing of young children. Parents are offered a visit with a community child and family health nurse soon after the birth of their child.

This visit is comprehensive, and responds to the needs of the parents at the time of the visit (particularly feeding and settling their baby). It provides information about ensuring a safe environment for the baby (including safe sleeping arrangements), and links the family in with local and ongoing community and medical supports and services. The nurse then discusses with the family the supports that are available in the community, including linking in with the general practitioner

For the 2012-13 financial year 18 294 babies received one of these visits from the Child and Family Health Service.

Family home visiting program

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 CaFHS nurses at the 'universal contact' visit. Nurses work with other team members, including social workers, psychologists and Aboriginal staff. The program focuses on child development, enhancing the parent-child relationship, ensuring the health and safety of infants and connecting families to community supports. Family home visiting has supported a total of 8989 families.

As at 30 June 2013, 1585 families were actively involved in the program. More than 3400 families have successfully completed the two-year program with 627 families completing during 2012-13. This year 1150 new families joined the program.

An external evaluation of the program identified that the relationship between universal services and the

delivery of a targeted program is a factor contributing to the success of the delivery of a statewide program. The evaluation also found that the program's level of effectiveness in engaging with local families is similar to or better than that achieved in the United Kingdom, and that it makes a difference for mothers in terms of their confidence in their parenting abilities and a more positive relationship with their child, thereby providing a good foundation for their children's future growth, development and learning.

Both the parents and the Child and Family Health Service nursing staff report that there is a positive difference in parents' ability to settle their baby and reduce sleeping problems, as well as a benefit to the child's social and emotional development. The evaluation also found that the program is reaching mothers experiencing more social deprivation than other mothers, and that it is delivered at least as well as similar programs delivered internationally and nationally.

Consistent with findings from similar programs, the evaluation identified that over time there was no difference between the participants and the control group in changes to levels of maternal mental health problems, nor in changes to levels of health-risk behaviours (eg, cigarette and alcohol use). This will be taken into account when reviewing the entry criteria to determine who benefits most from this program.

Working in partnership with the Anangu 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 in February 2012, and has since been rolled out to include Amata, Indulkana and Mimili with a view to extending to Fregon in 2014. The program is delivered in each community fortnightly during school terms and has a focus on infants aged zero to three years and their families. Four key focus service delivery areas

were developed in conjunction with the stakeholder communities. These are health and hygiene, infant safety, achievement of early childhood development milestones, and nutrition and infant feeding (including breast feeding and transition to solid food).

At the end of Dec 2013, 99 clients were registered in the program, both mothers and infants. Mothers and babies are now being supported by the Child and Family Health Service nurses on their regular visits.

Strong start

This program aims to engage with women in the antenatal period living in the Playford area who present with significant and complex issues. The program started delivering services at the beginning of 2013 and was officially launched by the Minister on 7 May 2013. It builds on the successful delivery of the universal contact visit and the Family home visiting program over the past few years and from commencing operations to December 2013 has received 73 referrals and assisted 48 families.

Newborn Hearing Assessment Service

Newborn and Children's Hearing comprises two programs: the *Universal neonatal hearing screening* program and the Hearing Assessment Service. The *Universal neonatal hearing screening* program provides a hearing screen at the birthing hospitals in South Australia and in the community with the Child and Family Health Service. If required, families are referred to the Newborn and Children's Hearing Service for assessment and diagnosis.

The statewide Hearing Assessment Service provides assessment of hearing and ear health in children and young people aged 0-18 years. It responds to requests for hearing assessments for issues such as speech, language or learning difficulties, unsatisfactory response to a hearing screen in newborns and the preschool hearing screen, poor responsiveness to voice or other noise, or otitis media.

The *Universal neonatal hearing screening* program continues to achieve high coverage of the State's newborn population. The program maintains a 98% coverage rate.

Over the past 12 months the program has been working to implement recommendations identified in a review finalised at the end of 2011. The current service model has been reviewed with a proposal to move to a screening protocol that is recommended by the National Committee for Neonatal Hearing Screening. The proposed protocol will provide more efficient and timely support for families.

E Mums

Funding was awarded by the National Health and Medical Research Council to a partnership between the Research and Evaluation Unit and the Child and Family Health Service to develop and evaluate an 'eMums' internet-based support program for new mothers.

The 'eMums' 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 program is believed to be a first internationally.

During 2013, after completion of the first phase that included development with targeted mothers and service providers, the web-based modules – the *Virtual social networking and nurse mentoring* program – was evaluated in a randomised controlled trial with recruitment at several metropolitan sites.

The trial evaluating whether better outcomes are achieved in the following areas:

- ✎ The level of stress experienced by parents
- ✎ The quality of mother-infant attachment
- ✎ Infant social and emotional development
- ✎ Infant communication development

- ✎ Mothers' perceptions of the quality of nursing and program support
- ✎ The utilisation of services available for mothers and infants.

Early childhood intervention consultant program

The *Early childhood intervention consultant* program (known as the ECIC program) began in 1991 as a series of early intervention networks based around South Australia. It is jointly funded by the Women's & Children's Health Network (WCHN), DECD and the Office for Disability, Ageing and Carers, Department for Communities and Social Inclusion. The ECIC program provides consultants within CaFHS clinics and currently has 12 consultants. Four are based in metropolitan Adelaide and the others throughout country South Australia.

This program provides a range of support and guidance for parents of young children aged from birth to eight years, and who may be concerned about their child's development, including concerns with:

- ✎ communication
- ✎ vision and hearing
- ✎ coordination
- ✎ behaviour
- ✎ hand skills
- ✎ learning difficulties
- ✎ self-help skills
- ✎ complex health needs.

A range of support and advice is available for parents including:

- ✎ assistance in obtaining a medical review
- ✎ referrals to specialist services
- ✎ information about local services and support groups
- ✎ assistance with accessing services and benefits
- ✎ assistance in dealing with services for children with special needs
- ✎ working to create a smoother transition between services.

In 2012-2013, the ECIC program provided services to 829 clients of whom 629 were new clients in that year. Approximately 64% of the children seen were at risk of experiencing a developmental delay and approximately 38% were classified as experiencing developmental delay. Almost 9% had some form of disability.



Disability: Programs for preschool aged children with additional needs

Programs for preschool-aged children with additional needs demonstrate the department's strategic commitment to meeting the intent of the Disability Discrimination Act through providing options for preschool children with disabilities and their families in response to parent/family requests for additional choice in preschool education.

Inclusive learning environments encourage equal access for preschool for children with additional needs, and is part of the SA Government strategy of *Every chance for every child*.

Achievements in 2013 Preschool support program

This program supports the inclusion of children with a disability or additional needs to successfully participate in their local mainstream preschool. Support includes the provision of additional staff to implement individually designed programs planned in consultation with families, preschool staff and others who engage with the child.

Support ranges from half an hour per week to full-time support for children who would be unable to access a preschool without assistance. This is in addition to providing a multidisciplinary range of services including consultation, program advice, assessments and professional development.

All children with a verified disability have a negotiated education plan (NEP) that includes individual learning goals, strategies and goals. Regular reviews that involve all stakeholders ensure that these plans meet the child's current learning needs.

During 2013, the program provided support to 3476 children whose additional learning needs included Autism, global developmental delay, speech and/or language delays, physical impairment, hearing and vision impairment or challenging behaviour.

In Terms 3 and 4 preschools with capacity and that met the National Quality Standards offered early entry and/or pre-entry programs to support early intervention for children identified as requiring a high level of support, due to the severity of their additional needs. Approximately 100 children participated in these programs.

The Briars Special Early Learning Centre

The Briars Special Early Learning Centre is a statewide early intervention service dedicated to the education of preschool children with disabilities and/or significant developmental delay.

The children attending The Briars have complex communication needs and access a play-based curriculum using alternative and augmentative communication and assistive technology to support their learning. All children have a negotiated education plan. During 2013 approximately 75 children were enrolled at The Briars.

Inclusive preschool programs

There are 10 South Australian inclusive preschool programs that each support up to six children with disabilities and high support needs who require a specialised approach to optimise their learning outcomes within a local preschool setting. These programs cater for children with severe and multiple disabilities, Autism Spectrum Disorder, Global Developmental Delay, or a combination of physical, social and cognitive needs. They provide families with a preschool education option for their child that is both local and has specialised educational expertise.

These programs are located within mainstream preschools and are staffed with a specialised teacher and early childhood worker. All children have a negotiated education plan.

During 2013, 54 children participated in these programs. Eight of the 10 inclusive preschool programs operated on a part-time basis. Two programs have trialled operating on a full-time basis catering for up to 12 children per day. These two full-time programs will be formalised in 2014, aiming to meet the learning needs of up to 12 children.

Autism intervention preschool program

A specialist preschool program catering for children with Autism Spectrum Disorder operates in an inclusive learning environment within the mainstream preschool at The Heights Preschool and is staffed by a specialist teacher and school support officer. This program operates and provides individualised programs for the children who have participated this year. This facility is modelled on the inclusive preschool program concept of preschool education for children with disabilities and high support needs.

Speech and language programs

Speech and language programs provide a high level of specialised support for children with severe speech and/or language impairments and are staffed by a speech pathologist and a specialised language teacher. The children's primary area of need is communication, while learning and development in other areas is similar to that of other children their age. These programs aim to strengthen children's communication by improving their speaking and listening skills and their ability to learn and interact with others in a mainstream setting.

During 2013, 65 children participated in these programs. The Salisbury Lutheran Kindergarten speech and language program successfully relocated to the new Lake Windermere Children's Centre.

Klemzig preschool for children with hearing impairment

This program provides an accessible preschool learning environment for children who have a significant hearing impairment, 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.

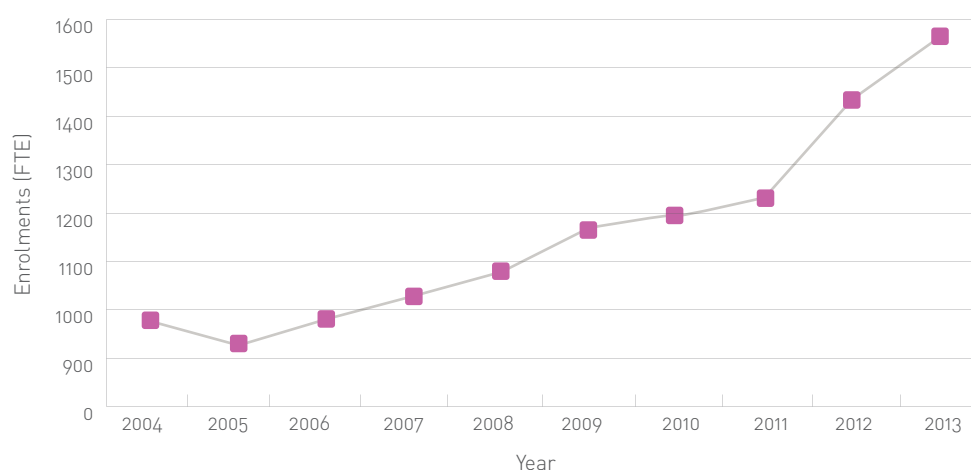
Based at Klemzig Primary School the program moved into new purpose-built facilities in 2013 with a capacity for 10 children. The program is delivered in Auslan by early childhood staff who are teachers of the Deaf, plus support staff who are also part of the Deaf community. As all students at Klemzig 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.

Early Intervention Hearing Impairment Service

This family-centred service is for babies and children from birth to five years and is delivered in homes, childcare or preschool settings. One hundred and five families were supported to implement targeted intervention programs and/or to successfully transition children to school. Twenty-eight children received speech pathology support through this service. Staff provided professional development activities to 35 regional hearing services coordinators and 12 early childhood settings received training about optimal acoustic environments and strategies to support young hard of hearing children. Twenty-one Soundfield systems were installed in preschool sites and staff trained in their use.

Focusing on Aboriginal children

Preschool enrolments - Aboriginal children



Source: DECD Preschool Staffing Data Collection, Term 2, 2004-2013.



Aboriginal early childhood workers traineeships

DECD has a goal of increasing the number of Aboriginal people employed in early childhood, and to provide training and support to enable Aboriginal employees to develop a career pathway into higher education and sustainable employment.

The *Aboriginal early childhood workers traineeship* program started in 2013 and provided seven Aboriginal trainees with employment at a government preschool or children's centre while they undertake a Certificate III in Children's Services. Seven preschools and centres from metropolitan Adelaide, Whyalla, Port Lincoln, and Murray Bridge participated in the program.

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Chapter 5

Enhancing development in the
primary years: Age 6 – 12+

Executive summary

Supporting development in the primary years: Age 6-12+ 2013 outcomes and information

NAPLAN - National Assessment Program, Literacy and Numeracy

Children in primary school years 3, 5 and 7 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 six 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.

Play at Lunchtimes

During 2013, the *Play at lunchtimes* resource was developed for the South Australian context, with training for teachers, school services officers and students delivered for 21 school sites. This resulted in over 400 new PALs student leaders and 70 staff being trained to introduce the program in their schools.

Aboriginal strategies - primary years

In 2013, 355 schools received Aboriginal Program Assistance Scheme funding to support 2796 Aboriginal students in primary and secondary schools in South Australia. DECD's two major initiatives to support Aboriginal student attendance, engagement and retention, *Getting them on track*, and *Keeping them on track*, provide a seamless planning and monitoring approach for all Aboriginal students for their entire school journey, from Reception to completion of Year 12. *Getting them on track* was launched on 19 September 2013 by the Minister for Education and Child Development. The initiative has been developed to support the achievement of South Australia's Strategic Plan targets and to support the targets of the National Education Agreement in 'closing the gap' on Indigenous early childhood and schooling outcomes.

Innovative Community Action Networks (ICANS) in primary schools

In 2013, a total of 417 students in years 6 and 7 received regular individual case management for the whole year and an additional 100 students received this support for Semester 2. Teachers in primary schools report that through providing holistic support for the family unit, this strategy plays a crucial role in keeping these students attending and engaged in school.

Introduction – the primary school years

Children aged from six to around 12 attend primary schools, where the South Australian Curriculum Standards and Accountability (SACSA) framework is followed. 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. This is used in conjunction with *Belonging Being & Becoming: The early years learning framework for Australia* and the *South Australian Teaching for effective learning* framework guide.

The Australian Curriculum (see page 37) 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.

Care arrangements

The following table covers services for children and young people ranging in age from birth to 12, which children aged 6-12 are eligible to attend.

Notes:

1. This table covers services for children and young people ranging in age from birth-12, which children aged 6-12+ are eligible to attend.
2. Data is current for number of all children registered as at 30 June 2013 across all DECD family day care schemes
3. Data only reflects those services that responded to the non-compulsory 2013 DECD Census and does not reflect all services operating in SA.
4. Note that DECD also funds 75 child places at one vacation care service.

Note: Data for SA childcare centres and OSHC/Vacation care services 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.

Children in education and care services 2011-2013 (includes children aged birth-12+)

Operated, funded or sponsored by DECD			
Service ¹	2011	2012	2013
Family day care ²	10 070	10 232	8 990
Rural care	318	334	353
Not operated by DECD			
Out of school hours care ³	38 774	Not available	Not available
Vacation care ^{3,4}	Not available	Not available	Not available

NAPLAN targets – South Australia's Strategic Plan

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 six 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 our State targets in student achievement of reading, writing and numeracy, as monitored by the national NAPLAN were revised in 2011 to better focus 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.

From 2011 the revised target is:

- ✧ 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)



NAPLAN 2013 – all students

Year	Aspect	At or above minimum standard (%)	High proficiency bands (%)
3	Reading	94.3	41.0
	Persuasive writing	93.6	37.6
	Numeracy	94.4	21.9
	Spelling	92.9	38.5
	Grammar	94.0	44.0
5	Reading	95.7	26.1
	Persuasive writing	89.3	14.9
	Numeracy	92.0	15.6
	Spelling	91.4	24.2
	Grammar	94.1	25.0
7	Reading	94.0	23.2
	Persuasive writing	89.6	17.5
	Numeracy	94.6	20.6
	Spelling	93.0	28.6
	Grammar	90.5	22.7

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 in years 3, 5 and 7 achieving at or above the national minimum standard across eight aspects.

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: 2013 NAPLAN report

NAPLAN 2013 – Aboriginal students

Year	Aspect	At or above minimum standard (%)	High proficiency bands (%)
3	Reading	76.7	12.0
	Persuasive writing	73.0	11.2
	Numeracy	76.5	3.9
	Spelling	74.5	13.9
	Grammar	74.0	12.1
5	Reading	82.4	6.5
	Persuasive writing	59.6	3.1
	Numeracy	69.1	2.5
	Spelling	68.7	7.6
	Grammar	72.8	4.8
7	Reading	74.3	4.7
	Persuasive writing	62.7	3.6
	Numeracy	78.3	3.7
	Spelling	73.3	8.4
	Grammar	63.8	3.6



Play at lunchtimes

Play at lunchtimes (PALs) is a program in which older primary school students are trained to organise and run games and activities for younger students during the recess and lunchtime periods. PALs:

- ✎ encourages team work among students, fostering co-operation and mutual respect
- ✎ increases student physical activity levels and health
- ✎ enhances appropriate social behaviour, helping to build community spirit
- ✎ promotes inclusion of all students
- ✎ reduces the incidence of poor behaviour during the recess and lunchtime periods.

The program is based on a concept originally developed by Andrew Delaney (a DECD teacher) whilst he was working in the UK.

During 2013, the *Play at lunchtimes* resource was developed for the South Australian context, with training for teachers, school services officers and students delivered for 21 school sites. This resulted in over 400 new PALs student leaders and 70 staff being trained to introduce the program in their schools. Further training for schools will be available in 2014.

Aboriginal strategies – primary years

Aboriginal Program Assistance Scheme (APAS)

The Aboriginal Programs Assistance Scheme provides funding to schools for the employment of tutors to support students in their academic achievements. In 2013, APAS operated as an early intervention model. Funding was provided with the aim of improving Aboriginal student's literacy and numeracy outcomes, attendance and retention, SACE completion, and parent and community engagement.

In 2013, 355 schools received APAS funding to support 2796 Aboriginal students in primary and secondary schools in South Australia.

APAS funding used Running Records data to target Aboriginal students in years 1, 2, and 3, for additional support. A total of 240 Year 1 students, 494 Year 2 students, and 396 Year 3 students received this funding support.

APAS funding targeted an additional 312 Aboriginal students in Year 4, who did not meet benchmarks in the previous year NAPLAN testing.

Getting them on track

DECD has two major initiatives to support Aboriginal student attendance, engagement and retention. The initiatives, *Getting them on track*, and *Keeping them on track*, provide a seamless planning and monitoring approach for all Aboriginal students for their entire school journey, from Reception to completion of Year 12.

Getting them on track was launched on 19 September 2013 by the Minister for Education and Child Development. The initiative has been developed to support the achievement of South Australia's Strategic Plan targets and to support the targets of the National Education Agreement in 'closing the gap' on Indigenous early childhood and schooling outcomes.

Getting them on track supports all Aboriginal students towards successfully attending, engaging, completing and transitioning through the primary school setting from Reception to Year 7. The initiative monitors the progression of Aboriginal students from R-7 at a regional and site level each term, and engages educators, Aboriginal parents, caregivers and students in an individualised learning support and case management strategy using individual learning plans (ILP) as a planning and monitoring mechanism.



Literacy improvement plans

In 2013 DECD developed and implemented the *Keys to unlocking the future literacy improvement plan* as a follow up initiative to the national *Closing the gap, Keys to unlocking the future* project.

The literacy improvement plan was developed in response to the evaluation of the national project that identified areas for education providers to continue progress. The plan aims to halve the gap in reading between Aboriginal and non-Aboriginal students by 2018, and to increase the literacy knowledge and skills proportion of Aboriginal parents so they can actively participate in their child's learning.

In support of the achievement of the targets, a number of local strategies are being implemented across the state including strategies to support the development of oral language, improving early years transition from preschool to school, the training of specialist reading coaches, the development of culturally inclusive curriculum in partnership with Aboriginal Elders, and the sharing of effective reading and writing practices, by enhancing the capacity of teachers and Aboriginal community officers in promoting high literacy expectations within classrooms.

To support Aboriginal parents to be actively involved in their child's learning, parent workshops have been facilitated with the support of Aboriginal communities to assist parents to understand NAPLAN and acquire the necessary literacy skills to support their child's literacy development.

Individual learning plans

Individual learning plans (ILP) for all Aboriginal children and young people are a requirement of the national Aboriginal and Torres Strait Islander education action plan. 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.

ICANs cater for young people in the upper primary school years who have disengaged from school or are at serious risk of doing so. Each young person at risk, and their family, has the support of an individual case manager to address wellbeing issues.

ICANS in primary schools

Innovative Community Action Networks (ICANs) cater for young people in the upper primary school years who have disengaged from school or are at serious risk of doing so. Each young person at risk, and their family, has the support of an individual case manager to address wellbeing issues.

Targeted students have multiple complexities in their lives. These may include such things as:

- ✎ exposure to abuse and neglect
- ✎ mental health issues for them and/or for other family members
- ✎ abuse of drugs or alcohol by them or by other members of their family
- ✎ a juvenile justice background or with one or more parents in jail
- ✎ being bullied at school.

In 2013, a total of 417 students in years 6 and 7 received regular individual case management for the whole year and an additional 100 students received this support for Semester 2. Teachers in primary schools report that through providing holistic support for the family unit, this strategy plays a crucial role in keeping these students attending and engaged in school.



Chapter 6

Supporting the secondary
years (8-12) and youth
transitions: Age 12+

Executive summary

Supporting the secondary years (8-12) and youth transitions: Age 12+ 2013 outcomes and information

NAPLAN - National Assessment Program, Literacy and Numeracy

Young people in Year 9 are tested annually on aspects of literacy and numeracy. The results of these tests are provided to parents and school. Combined NAPLAN results for individual schools are also available on the Australian Government *MySchool* website (www.myschool.edu.au). Over the six 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.

VET in the SACE

SACE completion report statistics show that 5558 students completed their SACE with a vocational education and training component in 2013, equivalent to 41% of SACE completers. 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 2013 showed 255 industry pathways programs leading to Certificate III pathways in 106 schools, with more than 10 000 students enrolled. Since 2008, *Trade schools for the future* apprenticeship brokers have worked with parents and employers to recruit more than 5000 students.

Innovative Community Action Networks (ICANS)

ICANS cater for young people who have disengaged from school or are at serious risk of doing so. Each young person has a flexible learning option (FLO) enrolment at the local school and the support of an individual qualified case manager, to address wellbeing issues. A flexible learning and transition portfolio is developed for the young person to help plan a future pathway to further education, training or employment. In 2013, ICANS provided support for 5013 secondary students through a FLO enrolment.

Aboriginal support

In 2013, 355 schools received APAS funding to support 2796 Aboriginal students in primary and secondary schools in South Australia. APAS funding was provided to 1303 Year 11 and 12 Aboriginal students in South Australia to support SACE completion and retention.

Introduction – the secondary school years

South Australia is in the process of implementing the Australian Curriculum in all government schools and it is the basis of educational programs provided by schools to students from Reception to Year 10.

The Australian Curriculum covers eight learning areas: English, Mathematics, Science, humanities and Social Science (History, Geography, Civics and Citizenship, Economics and Business), The Arts, Languages, Health and Physical Education, and Technologies. It is expected that the Australian Curriculum will be implemented in all schools Years 8-10 by the end of 2015.

The South Australian Certificate of Education (SACE) is a certificate students receive when they successfully complete Year 12. 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 way South Australian students get into TAFE and university courses in South Australia, interstate and overseas.

Students can tailor the SACE to suit their needs and aspirations. They can choose to study from a wide range of SACE subjects, or a combination of SACE subjects and vocational education and training (VET) options. There may be other courses they are studying outside school that could also count towards the SACE.

Studying the SACE supports students to develop project planning, analysis, evaluation, communication and decision-making skills. These skills will build a foundation for success in further study and in the workplace.

NAPLAN targets – South Australia's Strategic Plan

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 six 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 our State targets in student achievement of reading, writing and numeracy, as monitored by the national NAPLAN were revised in 2011 to better focus 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.

From 2011 the revised target is:

- 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).

NAPLAN 2013 – all students

Year	Aspect	At or above minimum standard (%)	High proficiency bands (%)
9	Reading	93.2	16.8
	Numeracy	90.1	18.5
	Spelling	91.3	18.7
	Grammar	87.7	18.2
	Persuasive writing	81.8	15.5

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: 2013 NAPLAN report

NAPLAN 2013 – Aboriginal students

Year	Aspect	At or above minimum standard (%)	High proficiency bands (%)
9	Reading	76.3	2.5
	Numeracy	67.6	3.1
	Spelling	72.7	5.2
	Grammar	59.2	2.6
	Persuasive writing	52.5	3.1

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 in Year 9 achieving at or above the national minimum standard across three aspects.

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 SACE subject	Number of DECD Aboriginal students completing all requirements of the SACE
2011	5926	64	83
2012	6569	92	119
2013	6654	88	161

Data Extraction: 18 February 2014

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

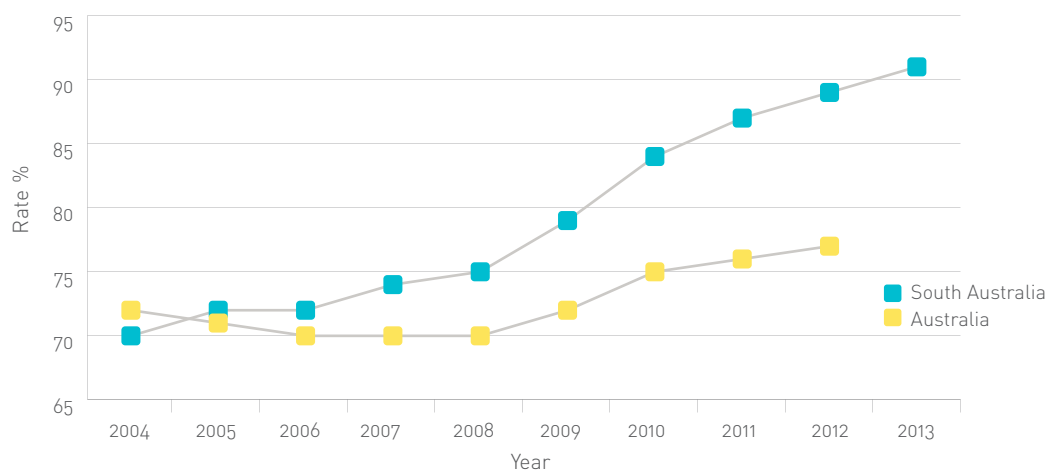
Enrolment and retention of students in government schools

Source: DECD Term 3 School Enrolment Census, 2012-2013

Apparent retention rates – students in South Australian government schools, 2012 and 2013

Level	2012		2013	
Years 8-12	Full-time	FTE	Full-time	FTE
Males	77.0%	81.6%	81.8%	85.7%
Females	91.9%	98.4%	93.5%	98.6%
Total	84.2%	89.6%	87.4%	91.9%

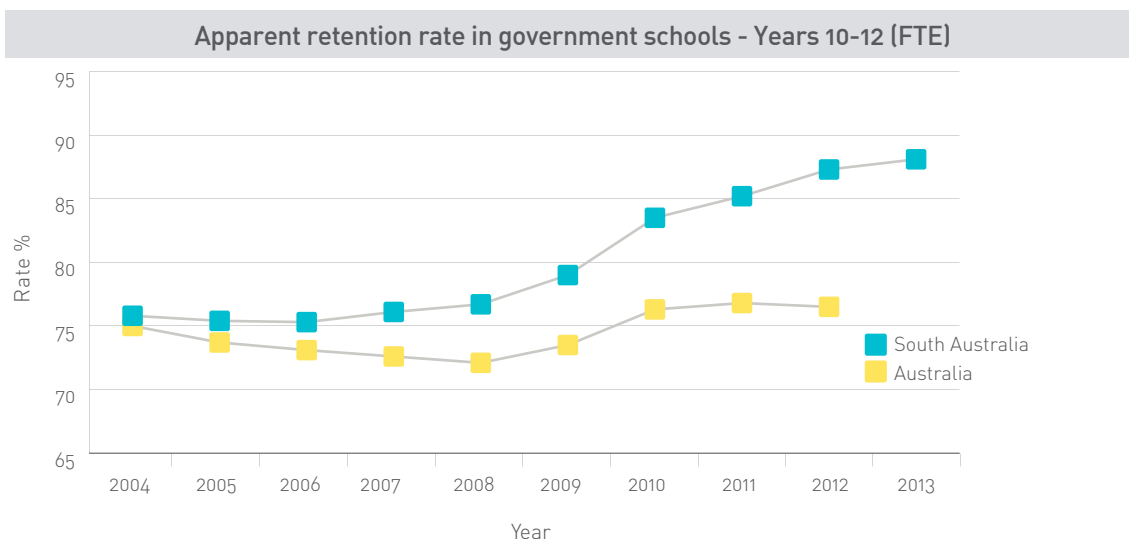
Apparent retention rate in government schools - Years 7/8-12 (FTE)



Apparent retention rates (FTE) – all students in government schools, years 7/8-12, South Australia and Australia, 2004-2013

Note: 2013 Data for Australia not yet available. Source: DECD Term 3 School Enrolment Census, 2004-2013, ABS Schools Australia (Cat 4221.0)

Apparent retention rates (FTE) – all students in government schools, years 7/8-12, South Australia and Australia, 2004-2013

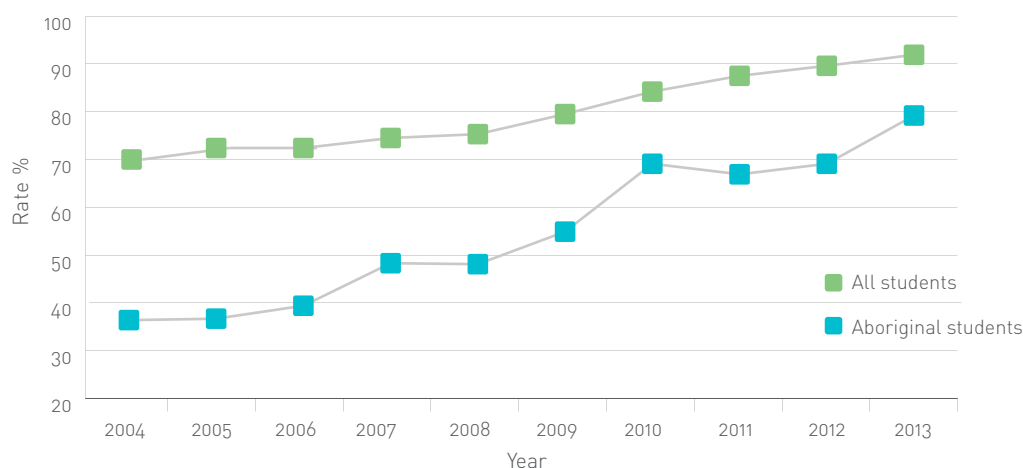


Apparent retention rates – All Aboriginal students in South Australian government schools, 2012 and 2013

Level	2012		2013	
Years 8-12	Full-time	FTE	Full-time	FTE
Males	64.5%	65.6%	69.4%	72.6%
Females	70.4%	72.7%	81.9%	86.0%
Total	67.4%	69.1%	75.6%	79.2%

Note: 2013 Data for Australia not yet available. Source: DECD Term 3 School Enrolment Census, 2004-2013, ABS Schools Australia (Cat 4221.0)

Apparent retention rate in government schools - Years 8-12 (FTE)



Student pathways through and beyond school

The following DECD 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 also supporting students to start their pathway into training, further education 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 schools pathway* program involves 19 schools developing an advanced technology industry pathway program for defence-related industries
- *SACE improvement* program – involves eight schools sharing strategies to improve SACE outcomes for students and establishing ongoing communities of practice.

Apparent retention rates (FTE)
– Aboriginal students and all
students in government schools,
years 8-12, 2004-2013

Industry skills program

SACE completion report statistics highlight the value of VET within the SACE by showing that 5558 students completed their SACE with a vocational education and training component in 2013, equivalent to 41% of SACE completers.

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 2013 showed 255 industry pathways programs leading to Certificate III pathways in 106 schools, with more than 10 000 students enrolled.

Over 40 schools participated in a trial of a DECD careers strategy. The trial focused on the integration of skills and capabilities leading to a graduate qualities assessment.

During 2013 the training guarantee for SACE students under the *Skills for all* strategy became fully established. Over 4000 students are currently enrolled in the scheme that provides a guaranteed Certificate III pathway 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 as a pathway to their chosen career. There are 10 regions across the State, with lead secondary schools providing the administrative centres for apprenticeship brokers. All government schools with a secondary enrolment have access to an apprenticeship broker.

Since the program's inception in 2008, apprenticeship brokers have worked with parents and employers to recruit more than 5000 students. Students gain highly valued industry skills at Certificate II level. By the end of 2013, more than 2450 students had successfully completed their apprenticeships or transitioned to full-time apprenticeships upon leaving school, and more than 1200 students remained active in the program. During 2013 more than 1000 students started in the program, with over 85% of these at Certificate III or higher level.

Trade training centres in schools

The Australian Government began the *Trade training centres in schools* program 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 2013, 122 SA government schools accessed approximately \$118m in funding from the first five rounds of the program. Warriappendi School, Coomandook Area School and Meningie Area School (as a cluster application), William Light R-12 School, Unley High School, Eastern Fleurieu R-12 School were successful in gaining funding under Round 5 (Phase 1) of the program announced in 2013.

Youth Attainment and Transitions National Partnership

In 2013, this program funded 308 students in gaining VET qualifications at Certificate II or higher. Notably this program contributed to the funding of training for 138 students from the APY Lands schools at the Umuwa Trade Training Centre.

Advanced technology schools pathway program

This program continued to see increases in or maintenance of the number of students studying science, technology, engineering and mathematics (STEM) subjects at senior level. The lead schools of the program have generally seen increases of 2-3% over 2012-2013. Notably three teachers involved in the program were nominated in the Excellence in Science Awards (Teaching category) with two of these being joint winners for their contribution and leadership in STEM subjects.

SACE improvement program

Under this program, eight secondary schools conducted a series of workshops across the State for teachers and leaders in other schools. A total of 25 workshops were held and feedback indicated that the strengths-based approach to leadership of SACE improvement in individual schools has been useful in planning to improve student SACE completion and achievement rates.

Innovative Community Action Networks (ICANs) in secondary schools

ICANs cater for young people who have disengaged from school or are at serious risk of doing so. Through local ICANs, community organisations and agencies collaborate to find solutions to meet the young people's needs. Each young person has a flexible learning option (FLO) enrolment at the local school and the support of an individual qualified case manager, to address wellbeing issues.

A school FLO coordinator and the case manager are jointly responsible for developing a flexible learning and transition portfolio for the young person, to help plan a future pathway to further education, training or employment. The plan must include access to accredited learning, often provided outside the school site by non-government organisations.

In 2013, ICANs provided support for 5013 secondary students through a FLO enrolment.

ICAN students are identified at the point of referral on a scale of 1-4, with 1 representing some disengagement and 4 representing complete disengagement or chronic truancy. It is a significant achievement that in 2013, FLO3 and FLO4 students were participating in the following programs:

2013 enrolment—by learning program Numbers of FLO 3 and FLO 4 students		
	FLO 3	FLO 4
Accredited modules	127	355
Certificate 1	90	55
Certificate 2	25	24
Certificate 3	4	5
SACE	463	745
Secondary SACSA	228	335
VET	38	156
TOTAL	1975	1655

ICAN community partnership grants

Local ICAN committees ensure that the voice of young people, families, schools, community groups, businesses and different levels of government work together to find solutions to local issues that prevent young people from completing their education. During 2013, 13 local ICAN areas operated across the State, providing \$1.3 million of ICAN community partnership grants to school and community initiatives that addressed locally identified issues and demonstrated significant in-kind contributions from schools and community partnerships. Through this community development approach, ICAN strongly promotes a 'shared sense of responsibility' between schools, families and community partners to successfully support our most vulnerable children and young people.

ICAN community flexible learning coordinators

In 2013 DECD trialed the appointment of 12 FTE staff as community flexible learning coordinators to some clusters of schools. An evaluation of the initiative was conducted late in 2013. An interim evaluation report showed that:

- ▾ there was an increase of 26% in accredited programs being delivered from 2012 to 2013 in cluster schools.
- ▾ professional development was attended by over 400 school and community staff members on a range of topics to support flexible learning
- ▾ a range of resources were developed to build school and cluster capacity to support FLO students. These include SACE resources and a film showcasing good practice in learning provision.

ICAN transition support for Year 8 students

In 2013, 246 students, who had been receiving case management in 2012 in Year 7, had their case management continued over the school holiday period and for the first semester of Year 8. This case management support was continued in Semester 2 for 139 of these students. Schools report that this initiative has been significant in helping vulnerable students adapt to high school. Funding for primary school case management will continue in 2014.

ICAN Skills for all pilot program

In 2012, the trial of the Training Guarantee for SACE Students (TGSS) identified that the TGSS was not accessible for ICAN students enrolled in school who were on a vocational pathway, but unable to meet the TGSS requirements.

In response to this equity issue the Department of Further Education Employment Science and Technology and DECD agreed in 2012 to undertake a joint pilot, the Skills for all ICAN pathway pilot. DFEEST agreed to fund a *Skills for all* training place and DECD agreed to fund individualised case management support and course fees for Certificate III and above qualifications.

During 2012–13, 312 ICAN students participated in the pilot program with successful completions above the national vocational education and training (VET) rate.

An evaluation of the pilot has shown that it was a successful way of engaging ICAN students in a genuine VET pathway, as an equitable alternative to the TGSS. The program met the needs of the ICAN students by providing access to a qualification that can lead to further study or employment and will continue in 2014.

Student mentoring

Research shows that mentoring programs can be effective tools for enhancing the positive development of youth. Since 2003 DECD has provided resources to schools to support student learning through mentoring. Schools have had flexibility in making the decisions on the most appropriate mentor model for providing 1:1 or small group mentoring support for the identified student(s).

In 2013, 23 secondary schools provided mentoring support to 354 students identified as being at risk of disengaging from schooling.

A range of schools used their *Flexible targeted student learning support* grants for student mentoring and engagement and inclusion project officers provided professional learning and support as requested by schools. The project officers focused on capacity building for schools with training, resources and support to maintain student mentoring programs for 2013 and into the future. During 2013, 415 staff and community volunteer mentors, working with 169 sites received mentoring-related training.

Student service officer (SSO) training for student mentoring

In 2013, a tailored professional learning program for SSOs engaged as secondary school mentors was developed and delivered. This involved seven units of competency from the Certificate IV Education Support.

In 2013, 31 secondary school SSOs from 21 schools completed the training including 22 from regional sites and nine from the metropolitan area.

Supporting Aboriginal students – secondary

Keeping them on track

Keeping them on track is designed to support achievement of South Australia's 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. The program also supports 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. The initiative specifically focuses 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 2013, 1709 Aboriginal secondary students (years 10-12) in 116 schools were supported through *Keeping them on track*. In 2012 the data collection method changed from paper-based to electronic.

Reconciliation activities in schools

DECD supports Reconciliation SA in promoting, and assisting with facilitation of reconciliation activities and events throughout the year.

In 2013 the national reconciliation theme was Let's talk recognition, which focused discussion and activity around constitutional recognition for Aboriginal and Torres Strait Islander peoples. The *Schools congress* program and targeted reconciliation activity grants helped support activity surrounding constitutional recognition.

Reconciliation grants

In 2013 *Reconciliation activity* grants were distributed to two schools in each of the 12 DECD regions to facilitate reconciliation activities that supported sustainable practices and activities within the school and the broader community in support of reconciliation. Grants were used by schools to develop a reconciliation action plan to identify goals and strategies in support of reconciliation.

South Australia Aboriginal Sports Training Academy (SAASTA)

SAASTA is a unique sporting and educational program that provides Aboriginal secondary students in years 10, 11, and 12 with the skills, opportunities and confidence to achieve in the areas sport, education, leadership, employment and healthy living. SAASTA contributes towards the achievement of the Council of Australian Government's *Closing the gap* initiative and key targets within South Australia's Strategic Plan. The average statewide attendance figure for SAASTA students exceeds 80%.

SAASTA students typically complete a minimum of 0.4 (FTE) of their SACE requirements per year of enrolment in SAASTA, and may also undertake the Certificate III in Sport and Recreation as part of their SACE.

In 2013 there were 328 Aboriginal students across years 10, 11 and 12 enrolled in SAASTA. Forty-seven SAASTA students completed their SACE in 2013, while 67 of the 102 students enrolled in Certificate III in Sport & Recreation through SAASTA graduated with the full qualification. The remaining students will complete their qualification in 2014.

Fifteen SAASTA students who achieved their SACE in 2013 have started full-time traineeships within the sporting industry through SAASTA Aboriginal pathways to excellence program, a partnership with the South Australian National Football League.



Aboriginal Program Assistance Scheme (APAS)

The Aboriginal Programs Assistance Scheme provides funding to schools for the employment of tutors to support students in their academic achievements. In 2013, APAS operated as an early intervention model. Funding was provided with the aim of improving Aboriginal students' literacy and numeracy outcomes, attendance and retention, SACE completion, and parent and community engagement.

In 2013, 355 schools received APAS funding to support 2796 Aboriginal students in primary and secondary schools in South Australia. APAS funding was provided to 1303 Year 11 and 12 Aboriginal students in South Australia to support SACE completion and retention.

Aboriginal Workabout Centres

Workabout Centres are an innovative, integrated model for connecting Aboriginal youths with pathways that lead to sustainable employment. These include pathways to post-secondary training, school based traineeships, apprenticeships, work experience programs, and higher education.

The Workabout Centre coordinates the industry-based training programs available to young Aboriginal people and integrates existing career transition and employment services. By doing this, it assists both the student and their school to access a broad range of industry-based learning with the aim of improving school retention and ultimately, completion rates of the 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 2013, 214 students participated in activities with the Workabout Centres.

Better pathways project

Better pathways aims to improve engagement, transition and post-school outcomes for young people with disabilities and mental health issues in selected State, Catholic and Independent schools in the city council areas of Port Augusta, Playford and Port Adelaide Enfield.

Better pathways works in partnership with young people, their parents and carers, schools, agencies and service providers. Each young person has a *Better pathways* worker who provides advocacy, coaching, and mentoring support. A transition plan is developed and implemented which supports participation in learning, earning and/or community activities, a successful transition to the post-school environment, and positive learning or earning status and tenure in the post school environment.

There are 316 young people currently registered in the program; 17 of these completed the program in December 2013. Preliminary data indicates that 85% of young people involved in *Better pathways* are on track to achieve milestones identified in their transition plan. Fifty-one percent of students are enrolled in Certificate 1 and 2 vocational education and training courses while still at school, and nine students have a school-based apprenticeship.

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. The number of students who accessed this program in 2012 in readiness for Year 8 in 2013 was 147 Aboriginal students.

In 2013, 152 Aboriginal students have accessed the program in readiness for Year 8 in 2014. These figures do not include students that enrolled and attended their preferred school without applying through the *Enter for success* program.

Scholarships and awards

Dame Roma Mitchell Scholarships

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). Since its inception the scholarship has helped support Aboriginal Year 10 students throughout their senior secondary years to achieve their South Australian Certificate of Education (SACE) and bring them closer to their future aspirations and career goals.

In 2013, five Aboriginal students were recipients of the Dame Roma Mitchell Scholarships. The recipients included three students from country regions, and two from metropolitan areas of South Australia. Each of these five students will receive a scholarship to support them to complete their SACE. For more information on the Dame Roma Mitchell Sponsorships see page 70.

Reconciliation awards

Each year DECD awards the two highest-achieving Aboriginal SACE completers with the DECD reconciliation awards. The award is known as the Chief Executive's Reconciliation Award and comprises a scholarship to support further study.

Two students from metropolitan schools received the Chief Executive's reconciliation award in 2013.

Schools congress program

The *Schools congress* program is an initiative managed by ReconciliationSA and supported by the department designed to encourage discussion, understanding, and collaborative action between Aboriginal and non-Aboriginal school students who are considered to be leaders in their schools.

In 2013 *Schools congress* ran across four DECD regions – Southern Adelaide, Northern Adelaide, Limestone Coast, and Eyre and Western. The program was targeted to two separate age categories, years 8 and 9, and years 10 and 11.

Topics covered as part of the 2013 program students included the Tjukurrpa (kinship) model, anti-racism strategies, reconciliation action plans, and constitutional reform. Students also participated in a Youth Parliament workshop.

A total of 14 DECD schools participated in the years 8 and 9 *Schools congress* across the four regions, and 13 DECD schools participated in the years 10 and 11 *Schools congress*.

Each year DECD awards the two highest-achieving Aboriginal SACE completers with the DECD reconciliation awards. The award is known as the Chief Executive's Reconciliation Award and comprises a scholarship to support further study.

Supporting young people with a disability

Transition Centres: Daws Road Centre and Prospect Centre

Daws Road and Prospect Centres (incorporating the Hyde Street program) are part of the Special Education, Student, Aboriginal and Family Services Unit of DECD. The centres cater for secondary students (aged 15 and over) with disability in the greater metropolitan area and operate within DECD's Students with disabilities policy to deliver transition programs.

The centres provide a long-term, off-school site program that develops capabilities for post-school options. Students work in small groups, within the community and follow a curriculum adapted to

their needs. The focus of this curriculum is 'working towards work' and incorporates a holistic approach to student wellbeing and independence.

Students with Autism Spectrum disorders make up 25% of the enrolment across both centres and curriculum is developed to accommodate them through their transition from school.

Students are enrolled in Stage 1 and Stage 2 SACE as well as VET Certificate 1 and two courses. They achieve consistently satisfactory completion results in these courses and attendance averages for 2012-13 across both centres is recorded at 98%, reflecting the student's willingness to attend and achieve.





Chapter 7

Financial summary

Executive financial summary

The Department for Education and Child Development achieved an acceptable budget outcome for the 2012-13 financial year. DECD continues to consider options to achieve growth of savings targets in future years.

Other key achievements for the 2012-13 financial year included:

- receiving an unqualified audit opinion from the Auditor General in respect to the 2012-13 consolidated financial statements
- continuing our internal program of training our school finance officers and school principals on budgetary and financial management activities
- revision of the department's financial authorisation framework and policy, which provides greater clarity to departmental staff when approving the entering of contracts, incurring expenditure and approving payments
- planning and preparing for the implementation of a new bank account structure for the department and school investment accounts, which was implemented in September 2013
- the continued management of the *Student-centred funding model* for schools.

Ensuring compliance with 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 are essential to ensuring DECD discharges its financial and legislated obligations and with the introduction of school and preschool site visits in 2012-13, greater levels of monitoring and support of finance activities are now possible, which provide increased assurance that control activities are operating effectively.

DECD continues to be financially well positioned to meet its objectives and challenges of the future.

Our income – where our funding comes from

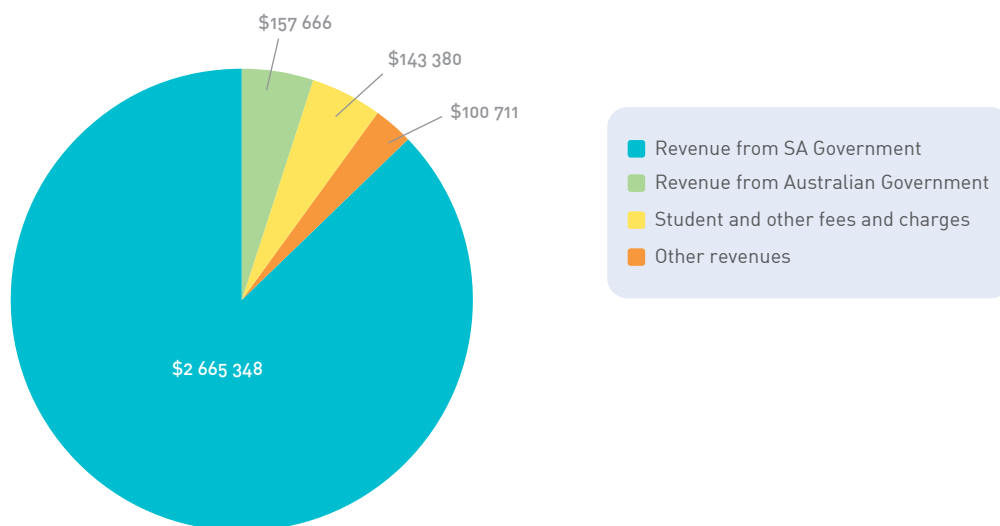
Total income received by the department from controlled operations was \$3.1 billion, an increase of \$231.1 million from the previous year.

Appropriation receipts from the State Government increased by \$215.6 million. This amount included funding for enterprise bargaining agreements and a full 12-month funding for the operations of the Families SA (Office for Child Safety) directorate that transferred to the department from 1 January 2012.

Other revenues increased by \$8.7 million, mainly due to Families SA operating as a directorate of the department for the entire 2012-2013 financial year.

In terms of administered revenues, an additional \$26.0 million was received; primarily as a result of an increase of \$18.5 million in Australian Government grants received to fund a number of programs and additional administered appropriations of \$7.6 million, received from the State Government for the non-government schools sector and for the operations of the Education and Early Childhood Services Registration and Standards Board.

Controlled income by type \$'000



Our expenditure – how our funds were spent

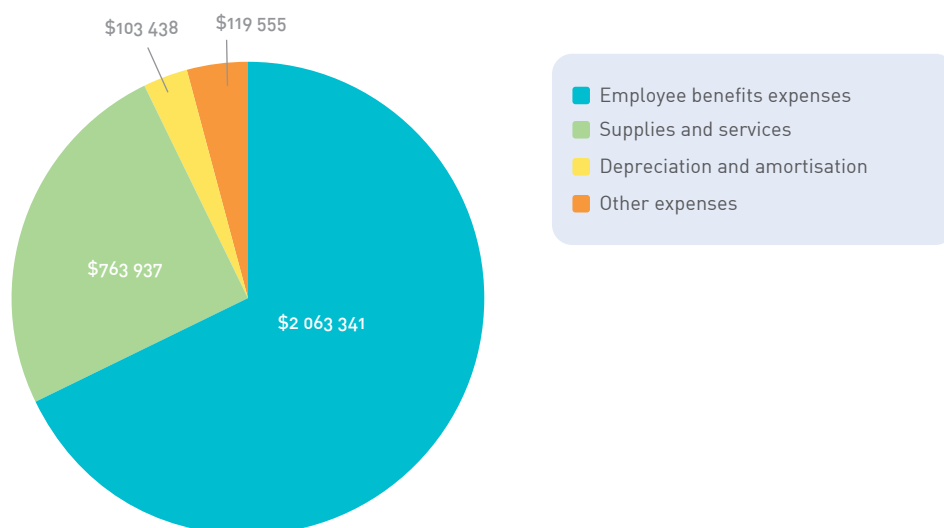
Source: Department for Education and Child Development 2012-13 financial statements

Total controlled expenditure increased by \$174.3 million to \$3.1 billion compared to the previous year.

Employee benefit related expenses rose by \$57.9 million to \$2.1 billion, which was primarily 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 full financial year impact of salary and wages for the Families SA (Office for Child Safety) directorate.

Supplies and services and other expenses increased by \$67.4 million and \$47.4 million respectively, primarily reflecting payments made to assist with the caring of children in care by Families SA for the entire 2012-2013 financial year.

Controlled expenditure by type \$'000



Summary of our assets – what we own

The department recorded assets totalling \$4.9 billion as at 30 June 2013, which represented an increase of \$80.8 million compared to the previous financial year.

This increase was mainly due to expenditure on capital projects, including projects under the *Special school renewal* project, trade training centres in schools and high school expansions projects.

Source: Department for Education and Child Development 2012-13 financial statements

Summary of liabilities – what we owe

The department recorded liabilities of \$1.2 billion as at 30 June 2013; an increase of \$50.3 million compared to the previous financial year.

Employee benefit liabilities (excluding on costs) comprise 57% of the total 30 June 2013 liabilities 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 6 June 2013 and provided details of the department's expenditure for the 2013-14 financial year. The operating expenditure budget for education and child development services for 2013-14 is \$3.168 billion. The Families SA component of this expenditure budget is \$320 million.

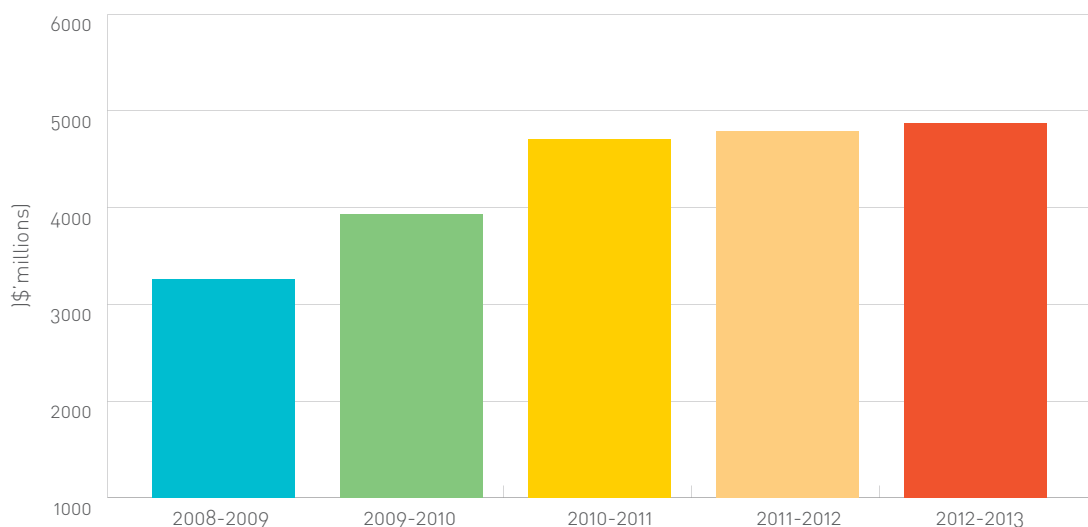
The budget, excluding Families SA, predominantly relates to the expenditure budgets of schools and preschools. This equates to an investment of \$14 633 for every government school student.

The investing expenditure budget for the department for 2013-14 totals \$159.4 million. Expenditure on new projects in 2013-14 includes:

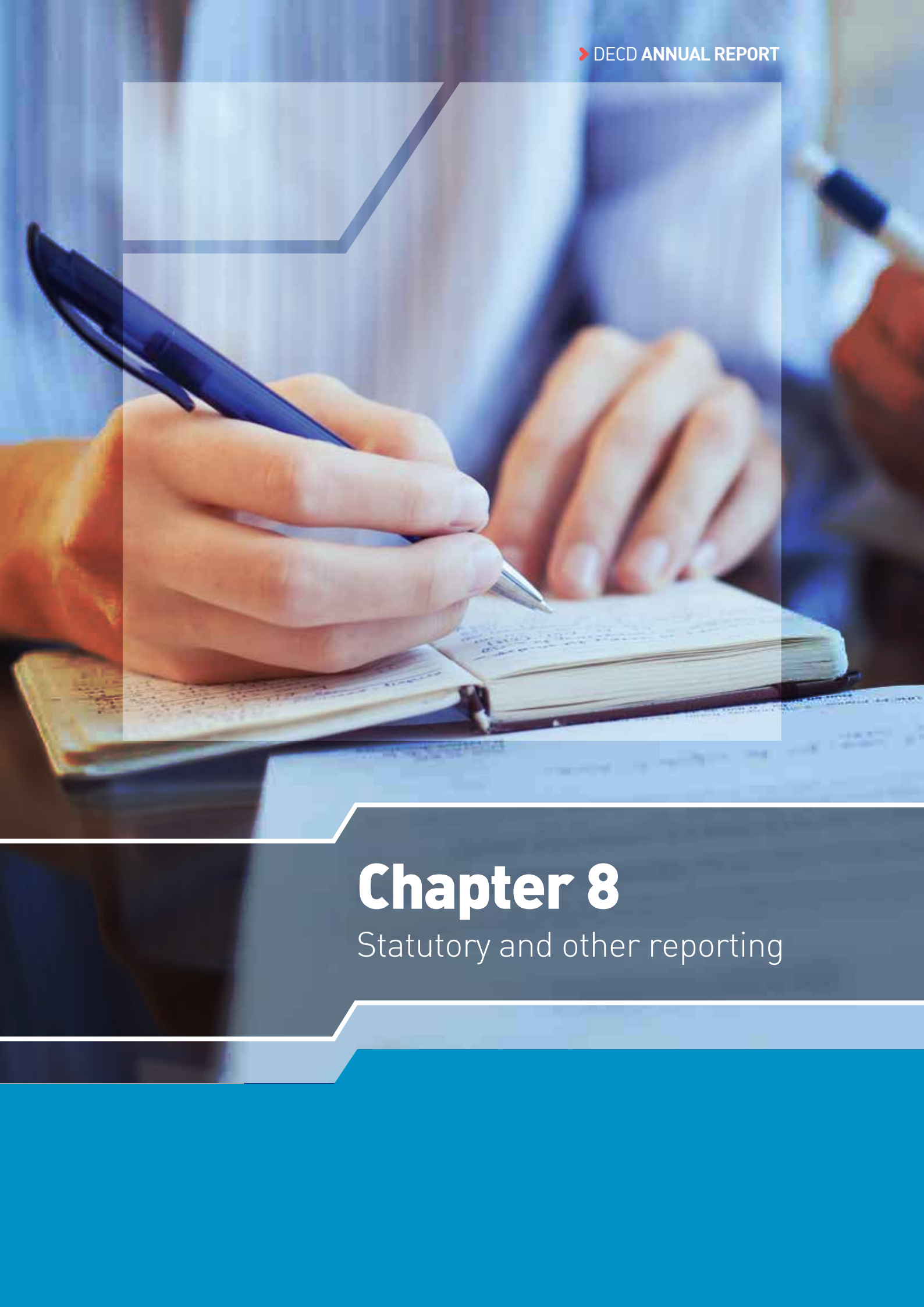
- improving school facilities through the construction and refurbishment of infrastructure at Evanston Gardens Primary School, John Hartley School, Mark Oliphant College and Mawson Lakes Preschool
- continuing the expansion of four specialist high schools: Adelaide, Brighton, Marryatville and Glenunga
- continuing to relocate six special schools onto school sites.

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.

Value of land, property, plant, equipment and intangible assets



Source: Department for Education and Child Development 2012-13 financial statements



Chapter 8

Statutory and other reporting

Statutory and other reporting

Human resources

Performance management and development

The department's aim is to build and maintain a high-performing workforce, and entrench a successful performance development and management culture. The *Performance and development* policy and guidelines apply to all DECD employees, and have been complemented by the implementation of professional standards and the Australian *Teacher performance and development* framework.

Professional development opportunities were further expanded across the organisation in 2013 with a focus on building capacity of site leaders and middle managers in relation to performance conversations. This included managing difficult conversations with staff about poor performance and undertaking formal performance management processes.

The principal consultants in the Performance and Incapacity Unit have provided ongoing advice, support and access to resources and professional development, particularly with regard to managing formal unsatisfactory performance processes. In 2013, they worked with 121 sites involving 158 contacts.

Professional development review

A comprehensive review of professional learning undertaken by teachers and leaders was undertaken, with a report yet to be released. The review involved extensive stakeholder consultation, surveys and a literature review. It provides a rigorous evidence base that will underpin a new approach to professional learning for teachers and leaders in DECD for 2014 and beyond.

The department plans to deliver a professional development system to ensure that educators are up to date with the latest practices and to facilitate effective and efficient quality professional development.

Leadership programs

Leaders and aspiring leaders were supported through a range of strategies, resources and programs. These programs cater for the specific needs of principal and preschool director categories: aspiring, new, current and high performing.

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:

- 104 aspiring leaders participated in the three separate 2013 QSchool programs that target the talent pool from the early years, corporate and schools groups
- 36 brand new leaders participated in the five-day Leaders induction program
- 47 leaders were supported by online coaching
- 40 people including governing council chairpersons attended governance training provided by the Australian Institute of Company Directors
- 46 people participated in the inaugural DECD registered training organisation Diploma & Advanced Diploma of Management programs
- 46 executives undertook 360-degree feedback and one-to-one coaching.

Invitations and details of all programs were sent to each person on a register of teachers and leaders who identify as Aboriginal/Torres Strait Islanders. This resulted in four people from the register participating in leadership programs.

South Australian Institute for Educational Leadership (SAIEL)

The South Australian Institute for Educational Leadership (SAIEL) was formally established during 2013 and will provide aspiring and current educational leaders with access to high quality, flexible and tailored professional development programs. An advisory board was established to provide the Chief Executive with strategic advice about leadership development in government schools and preschools. The board has met four times since inception.

A number of pilot programs were initiated as part of the establishment of the SAIEL:

- A development centre that provides a personalised starting point for leaders to assess their current capabilities and then plan a professional learning program that builds capacity in preparation for leadership roles. The two-day pilot program was completed by 18 current and aspiring leaders
- The media training day is a new initiative and was attended by executives and principals. This practical workshop develops the skills, strategies and confidence to deal with the media
- The effective school governance workshop provided an occasion when principals and governing council chairs jointly built their knowledge and expertise to meet the requirements of increasing complexity in the area of school governance.

Each of the pilot programs proved to be beneficial and will be further developed in 2014.

Mentoring

Following the successful mentoring trial in 2012, 45 experienced principals were paired with 45 new and aspiring leaders to work together throughout 2013 on capabilities related to the *Australian professional standard for principals*.

Principals hosted a week-long work shadowing opportunity for their mentees as part of the mentoring scholarship offered by DECD. Feedback from

participants indicated this was the most relevant and profound learning of the scholarship period.

In 2013 a new group of 11 experienced principals and preschool directors was awarded scholarships to meet the goals of 11 newly appointed leaders.

Professional development opportunities were offered through mentoring scholarships that involved work shadowing arrangements, mentor accreditation and research. DECD now has a pool of 45 experienced mentors to call upon to support the work of the SAIEL Development Centre.

SA Public Teaching Awards

The third annual SA Public Teaching Awards achieved a record number of 1931 nominations from the community. This signified the community's increased recognition of outstanding teachers, leaders and support staff in South Australia's public schools and preschools.

From 71 regional winners, seven overall category winners were presented with a \$20 000 professional development award at a celebratory event on the eve of International World Teachers' Day.

While the 2013 winners were being selected, the winners from the 2012 SA Public Teaching Awards participated in a range of significant professional development opportunities in South Australia, interstate and overseas that have benefitted student learning in their schools, clusters and regions.

Induction

In 2013, several induction resources were launched for DECD staff. Broad consultation informed this work, with feedback received from staff across the department, including Families SA, Child and Family Health, schools and preschools. Strategic promotion of the newly developed resources has led to strong take up by the field. The resources included:

- a new DECD induction website that provides access to resources and contextual information to support the transition into the department or a new role

- induction checklists to ensure consistency, currency and rigour around quality induction
- a welcome letter from the Chief Executive to all new starters – this culture-building initiative encourages an immediate sense of belonging, while also promoting induction support mechanisms and DECD strategic priorities.

In addition to the new resources that scaffold the induction of DECD employees, the 2013 annual induction expo, DECD connectED, resulted in an increased participation rate and returned overwhelmingly positive feedback. This event is significant in introducing the department's *Performance and development* framework, showcasing its integrated services (education, child protection and care, and child and family health) and encouraging community partnerships.

Early career teachers

Early career teachers are a growing cohort in DECD with significant numbers registering to teach in the department each year. Supporting them through induction and career development at a system and local level is essential for the recruitment and retention of high quality teachers into the public sector. In 2013, 659 new teachers registered as eligible to work in DECD sites. It is anticipated that similar numbers will register to teach in 2014.

For each eligible graduate teacher, DECD provides funding to schools for an additional 0.1 non-instruction time. This is a significant investment in the newly graduated workforce. The department has seen a 307% increase in eligible teachers receiving this funding from 212 in 2012, to 652 in 2013.

During 2013, professional development for early career teachers was specifically catered for through:

- regional support groups and mentoring
- graduate to proficient workshops attended by 160 participants working towards the demonstration of the 'Proficient' level of the Australian Professional Standards
- ePortfolio workshops attended by 170 participants to develop a secure online e-Portfolio and to annotate evidence for their performance and development, and career development
- specialised resources to support early career teachers collect evidence of their practice and access professional development through Moodle based online courses.

Teacher leadership

In 2013, DECD provided multiple pathways for teachers to gain recognition for their practice and to provide leadership to colleagues. These pathways included Step 9 and Advanced Skills Teachers. In addition, the implementation of the Australian professional standards for teachers has been expanded to include Certification as 'Highly Accomplished' and 'Lead Teachers'.

A total of 5745 employees were recognised as Step 9 teachers this year. These teachers are approved at a school level and recognised as high-quality teachers who commit to mentoring less experienced teachers.

Advanced skill teachers 2 (AST2s) assessments attracted 27 applicants: 12 were successful, 12 withdrew, one was ineligible and two were unsuccessful. This brings the total number of AST2s in DECD to 151 as of November 2013.

A cross-sector South Australian Teacher Certification Committee (SATCCom) will oversee the certification processes for 'Highly Accomplished' and 'Lead Teachers' in the three schooling sectors. Recognition of teachers is a key strategy in the development and retention of high quality teachers.

School centres for excellence

The 2013 *School centres for excellence* program focused on building capacity of whole schools to support pre-service and early career teachers. Three schools have participated, each with a different profile regarding size, complexity and location. Each site:

- described a commitment to improving the practices associated with supporting pre-service placements
- supported staff training in the area of mentoring
- developed a staff profile that includes early career teachers and typically recruits new staff in TRT or contract roles yearly
- described reciprocal benefits to all stakeholders including the staff involved in supporting pre-service teacher.

Each site has developed a unique approach to this program during 2013 while consistently supporting extended professional experiences for pre-service teachers. It is planned to extend their activity into 2014.

Teacher Education Taskforce

The Teacher Education Taskforce continued to meet quarterly throughout 2013, with the Registrar of the Teachers Registration Board of South Australia joining as a member of the taskforce in February 2014. The other members include the Deans of the local universities and Tabor Adelaide, and the senior officers of the sectors.

The work of the taskforce is informed by national reforms as they relate to initial teacher education but also local topics and issues that are tabled by the members. A 'Letter of Expectation' from the Minister for Education and Child Development has provided ongoing direction for the members. The priorities of the Minister focus on teacher standards, teacher preparation and teacher development. The taskforce members will continue to develop these priorities during 2014.

Accredited training packages

The DECD registered training organisation (RTO) continued to improve and expand its range of Certificate III, IV, Diploma and Advanced Diploma courses in 2013. Successful reregistration was granted for another five years. This year, the DECD RTO placed an emphasis on the improvement of online training materials. This resulted in high-quality products tailored to reflect current DECD priorities and the most up to date learning approaches.

Qualifications issued during 2013 included:

- 175 Certificate III in Children's Services (CHC30708)
- 93 Certificate III in Education Support (CHC30812)
- 74 Certificate IV in Accounting (FN40610)
- 52 Diploma of Government Management (PSP51104)
- 44 Diploma of Children's Services (CHC50908)
- 39 Certificate IV in Training and Assessment (TAE40110)
- 25 Certificate III in Education Support (CHC30808)
- 15 Diploma of Government Leadership (SSS) Management (PSP41904)
- 9 Diploma of Project Management (PSP51304)
- 3 Certificate III in Children's Services (CHC30712).

A successful youth engagement short course is being completed by 28 school services officers (SSOs), early childhood workers (ECWs) and Aboriginal community education officers (ACEOs). It is a new Smarter Schools National Partnership initiative aimed at staff from secondary schools working with disengaged students.

National funding was provided for the Improving Literacy and Numeracy National Partnership. Under this banner, a short course was designed for staff at primary schools, specifically to address low NAPLAN results. This program is being completed by 114 SSOs, ECWs and ACEOs.

The first Certificate IV in Education Support (Learning Difficulties and Disability) is being undertaken by 55 SSOs, ECWs and ACEOs. This program aims to support the complex needs of students living with a disability.

The DECD RTO has been granted an extension of scope for six more courses and eight new government qualifications in the future. The Certificate III in Children's Services and Diploma of Children's Services were extensively reviewed and enhanced. With support from early childhood curriculum developers, the Certificate III and Diploma of Early Childhood Education and Care have been updated and enhanced to ensure they are engaging and relevant to participants. The DECD RTO has also added the Certificate IV in Child Youth and Family Intervention as a Families SA qualification for staff.

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 (2012-13: \$106 609) and activity/registration fees (2011-12: \$3 877 035).

Recruitment and selection of teaching staff in schools

The *Teacher recruitment and selection* policy introduced in 2011 has supported the department's strategy to consolidate and regenerate the public sector teacher workforce.

The policy provided schools with increased stability and greater input in the selection of teachers who are best able to meet the needs of their students and communities; increased opportunities for graduates and contract teachers to gain stable employment in the metropolitan area and a country-to-city guarantee to qualifying teachers.

A joint review of the policy by the Department and Australian Education Union during 2013 resulted in the policy being revised to strengthen rigor and expectations in relation to declaration of permanent vacancies, provide preferential consideration for teachers from Category 1 and 2 schools seeking relocation, and enhanced conversion to permanency provisions for qualifying teachers.

More than 400 new teachers were recruited to permanent employment with DECD commencing at the beginning of the 2013 school year. Four hundred and forty-four teaching positions were advertised in metropolitan and country locations during 2013. These positions will commence in 2014.

Recruitment and selection of ancillary staff in schools and preschools

The success of the *Teacher recruitment and selection* policy led to the development and implementation of a similar policy for the recruitment and selection of a wider range of staff including school services officers, early childhood workers and government services employees.

The new policy for the recruitment and selection of ancillary staff in schools and preschools 2013 as agreed to by DECD, the Australian Education Union (AEU) and the Public Sector Association (PSA) aims to increase the level of permanency for ancillary staff and reduce the number of temporary positions.

The policy supports increased autonomy for schools and preschools in the selection of ancillary staff through merit based selection and recruitment processes, as opposed to the previous centrally managed process. This will enable sites to individually select staff to best meet their needs.

Schools and preschools will have greater opportunity to advertise positions throughout the year as opposed to being restricted by an annual placement process and importantly, build and reward skill development.

More than 120 permanent ancillary positions were advertised during Term 4, 2013 to commence in 2014, and more than 140 long-term temporary employees have been converted to permanency.

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 2013, 22 trainees were employed in various vocations as part of the DECD *Traineeship* program in metropolitan and regional locations. Six trainees were located in corporate sites, eight in school sites and eight in children's centres. Ten of the trainees employed were Aboriginal.

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 2013, five trainees had successfully completed their traineeships and were successful in gaining employment or were undertaking further tertiary studies. Three of the trainees remained employed within DECD at the completion of the traineeship.

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.

Late in 2012, the program was extended to include science, technology, engineering and maths (STEM) teachers and four career change professionals from the design and technology domain were recruited to undertake a pre-service teaching qualification.

Teach SA has now reached all targets.

For *Recruit*, 36 maths and science teachers have commenced or will commence teaching in DECD schools by January 2014. The remaining four teachers will commence in July 2014.

One hundred middle school teachers have been supported to undertake accredited training as part of *Reskill*.

In all, 18 teachers were upskilled through the *Retrain* strand.

In addition, significant non-accredited support has been provided to public school teachers of maths and science through the support and delivery of non-accredited maths workshops for middle school and senior school teachers. A number of professional learning communities have also been established to support various cohorts of maths and science teachers, such as early career, mentor and those with additional qualifications.

Teacher attraction and retention programs

DECD offers a range of programs to support improved student outcomes through the attraction and retention of high quality pre-service and in-service teachers and leaders in targeted areas of workforce need in SA public schools.

National Partnership funding has enabled DECD to continue the following programs in 2013:

- Recruitment and selection to Low SES schools
- Aboriginal pathways into teaching pilot
- The Dr Alitja Rigney Aboriginal Leadership Scholarships.

Programs have focused on trialling strategies to attract and retain quality teachers and leaders to low-SES schools and have enabled more than 500 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 which target hard-to-staff positions
- School 'centres for excellence' for pre-service and mentor teachers.

Other department initiatives

The *Aboriginal pathways into teaching* pilot program financially and professionally supports six Aboriginal employees to undertake a teacher education program in partnership with The University of South Australia.

The Dr Alitja Rigney Leadership Scholarships, a DECD / More Aboriginal and Torres Strait Islander teachers initiative (MATSI) partnership supports two aspiring Aboriginal leaders to undertake a two-year leadership program.

Sixty new scholarships were awarded and 30 existing scholarship graduates commenced teaching in South Australian country and metropolitan schools:

- Amy Levai Aboriginal teaching scholarships: 11 new scholarships awarded and six commenced teaching
- Country teaching scholarships: 18 new scholarships were awarded in the subject areas of design and technology, home economics, agriculture, English, chemistry, maths and 24 commenced teaching
- Professional experience scholarships: 31 scholarships were awarded to financially support students to undertake a practicum in rural and remote sites.

The *C Change* program provided financial incentives for the teachers and the schools involved. A key role of the *C Change* teacher leaders has been to build the capacity of teachers of maths and science within their cluster. Nine schools were involved in the program in 2013: 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.

Twenty two teachers were supported to undertake customised courses throughout 2013 in home economics – food and textiles as part of an upskilling program.

Enterprise bargaining

The new South Australian School and Preschool Education Staff Enterprise Agreement 2012 came into force as of 18 January 2013 and operates through to 30 June 2015. The Education budget was increased by \$352.5 million over five years to implement the Enterprise Agreement 2012.

The 2012 Enterprise Agreement was well received by DECD's employees and focuses on strategies that seek to ensure South Australia is able to attract and retain quality staff. School principals and preschool directors were provided with information and support in the local implementation of the agreement.

Code of ethics

In April 2013, the Ethical Conduct Unit released the first of a number of additional newsletters to the existing *Exploring ethics* series, which provide information and guidance to staff relating to individual professional conduct standards. The first such newsletter, *Managing conflicts of interest in the workplace* recognises that working relationships in the workplace could give rise to a perception of a conflict of interest. *Managing conflicts of interest in the workplace* provides support for staff as well as assisting leaders and managers to identify, avert and appropriately manage conflicts of interest risks arising in the workplace.

DECD's 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 2013.

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 2013, the department had 28 886 employees, or 22 929.06 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 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 56.8% of the workforce were aged 45 years and over. Of the total workforce, 15 230 or 52.7% worked full-time and 13 656 or 47.3% were part-time employees. Female employees made up 75.9% of employees, while 24.1% 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 2013.

Children's Services Act

There were 1926 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 443 full-time and 1483 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 16 889 employees employed under the Education Act (excluding school services officers and Aboriginal education workers (Aboriginal community education officers)) consisting of 10 865 full-time and 6 024 part-time employees.

Of the total Education Act workforce (excluding school service officers and Aboriginal education workers), 71.6% were female and 28.4% were male.

School Services Officers (Government Schools) Award

There were 6109 employees employed under the School Services Officers Award, consisting of 1292 full-time and 4817 part time employees. Female employees made up 87.3%, while 12.7% were male.

Aboriginal Education Workers Award

There were 291 employees employed under the Aboriginal Education Workers Award, consisting of 102 full-time and 189 part-time employees. Female employees made up 79.7% of employees, while 20.3% 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 3062 employees employed under the Public Sector Act, consisting of 2377 full-time and 685 part-time employees. Female employees made up 74.7%, while 25.3% were male.

South Australian Government Services Award, South Australian Government Transport Workers' Award and South Australian Government Health Etc. Ancillary Employees Award

There were 609 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 151 full-time and 458 part-time employees. Female employees made up 15.1%, while 84.9% were male.

Note: 'Full time' is considered those greater or equal to 0.98 full time equivalent (FTE).

Employee numbers, gender and status

Profile of persons, fraction of time (FTE) and gender as at the last pay day in June 2013 and excludes employees on leave without pay

Persons	28 886		
FTE's	22 929.06		
Gender	% Persons	% FTEs	
Male	24.1	25.9	
Female	75.9	74.1	
Number of persons separated from the agency during the 2012/2013 financial year	1 706		
Number of persons recruited to the agency during the 2012/2013 financial year	2 296		
Number of Persons on Leave without Pay at 30 June 2013	1 046		
Number of board and committee members	72*		

* Of the 72 board and committee members, 26 government employees in accordance with DPC Circular 16, did not receive any remuneration for board/committee duties during the financial year.

Number of employees by salary bracket as at the last pay day in June 2013

Salary Bracket	Male	Female	Total
\$0 - \$53 199	1 711	6 873	8 584
\$53 200 - \$67 699	1 207	4 384	5 591
\$67 700 - \$86 599	2 513	7 509	10 022
\$86 600 - \$109 299	1 304	2 821	4 125
\$109 300 plus	230	334	564
TOTAL	6 965	21 921	28 886

Note: Excludes employees on leave without pay

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2013

Workforce profile by gender and legislative Act or award as at the last pay day in June 2013

Legislative Act or Award	Male	Female	Total	% employed by Act or Award
Education Act	5 638	17 651	23 289	80.6
Public Sector Act	774	2 288	3 062	10.6
Children's Services Act	36	1 890	36	6.7
SA Government Services Award, South Australian Government Transport Workers' Award and SA Government Health Etc. Ancillary Employees Award	517	92	609	2.1
TOTAL	6 965	21 921	28 886	100.0

Note: Excludes employees on leave without pay

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2013

Status of current appointment (position) held by employee as at the last pay day in June 2013

Persons					
Gender	Ongoing	Short Term Contract	Long Term Contract	Other	Total
Male	3 041	1 823	992	1 109	6 965
Female	9 777	5 959	2 187	3 998	21 921
TOTAL	12 818	7 782	3 179	5 107	28 886
Gender	Ongoing	Short Term Contract	Long Term Contract	Other	Total
Male	2 898.4	1 629.4	963.0	443.7	5 934.6
Female	8 401.3	4 962.9	2 055.1	1 575.1	16 994.5
TOTAL	11 299.8	6 592.3	3 018.2	2 018.8	22 929.1

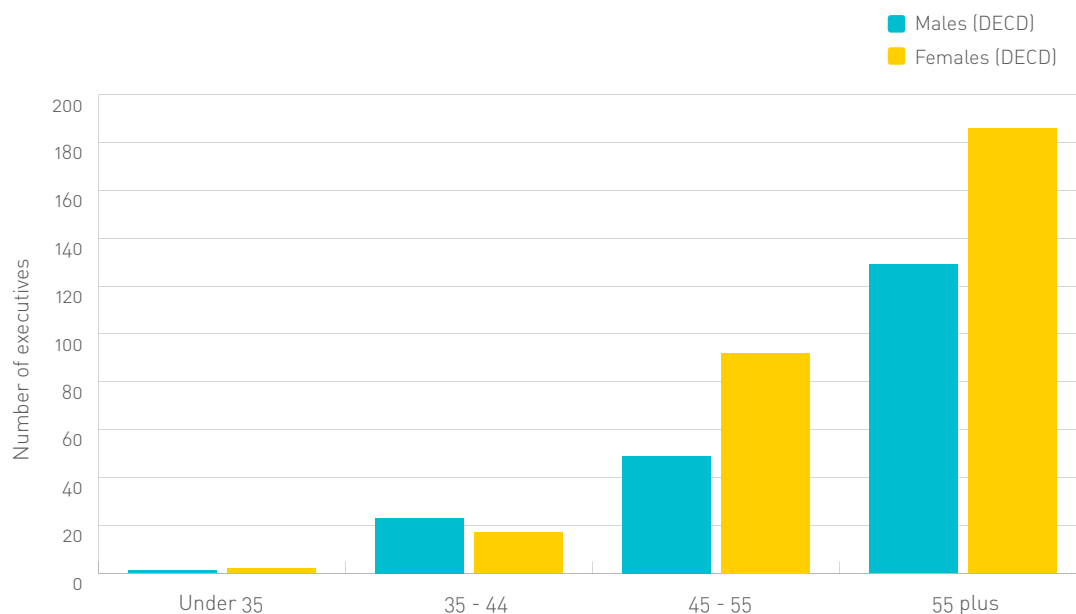
Notes: The terms ongoing, contract and casual relate to the appointment that the employee is holding at a particular date in time and is not a reflection of whether an employee is permanent or temporary. Profile excludes employees on leave without pay.

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. Therefore previous years data is not comparable from 2012 onwards.

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 201

All executives by age and gender as at the the last pay day in June 2013



Note: Executives are defined as employees who receive a total salary equivalent to \$109,806 per annum or more (equating to EL1 minimum under the public service structure). "Deputy Principals" at Leader Band B-5 and above classification level meet the "Executive Salary Threshold", but are excluded as they are not considered part of the "Executive" group. Excludes employees on leave without pay.

All executives by status in current position, gender and classification as at the last pay day in June 2013

Classification	Ongoing		Contract Tenured		Contract Untenured		Total				
	Male	Female	Male	Female	Male	Female	Male	% of total	Female	% of total	Total
Public Sector Act											
Executive Level F	0	0	0	0	1	0	1	0.2%	0	0.0%	1
Executive Level A	0	0	0	0	0	1	0	0.0%	1	0.2%	1
SA Executive Service Level 1	0	0	0	0	15	15	15	3.0%	15	3.0%	30
SA Executive Service Level 2	0	0	0	0	6	5	6	1.2%	5	1.0%	11
Sub-Total	0	0	0	0	22	21	22	4.4%	21	4.2%	43
Education Act											
Principal Band A-9	0	0	7	15	1	0	8	1.6%	15	3.0%	23
Principal Band A-8	0	0	8	9	1	0	9	1.8%	9	1.8%	18
Principal Band A-7	0	0	11	14	0	1	11	2.2%	15	3.0%	26
Principal Band A-6	0	0	29	29	1	1	30	6.0%	30	6.0%	60
Principal Band A-5	0	0	37	52	1	2	38	7.6%	54	10.8%	92
Principal Band A-4	0	0	34	69	2	4	36	7.2%	73	14.6%	109
Superintendent	0	0	2	1	0	0	2	0.4%	1	0.2%	3
Curriculum Superintendent	0	0	0	2	0	1	0	0.0%	3	0.6%	3
Regional Director	0	0	6	9	1	1	7	1.4%	10	2.0%	17
Assistant Regional Director	0	0	8	8	0	0	8	1.6%	8	1.6%	16
District Improvement Coordinator	0	0	0	1	0	0	0	0.0%	1	0.2%	1
Manager Regional Services	0	0	5	16	0	1	5	1.0%	17	3.4%	22
Education Act negotiated conditions	0	0	23	37	3	3	26	5.2%	40	8.0%	66
Sub-Total	0	0	170	262	10	14	180	36.1%	276	55.3%	456
TOTAL	0	0	170	262	32	35	202	40.5%	297	59.5%	499

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	2012-2013
Average number of sick leave days taken per full time equivalent employee	5.9	5.9	5.8	5.9	6.1	5.9
Average number of family carer leave days taken per full time equivalent	0.3	0.4	0.4	0.4	0.4	0.5
Average number of miscellaneous special leave with pay days taken per full time equivalent	5.3	5.6	5.5	5.5	5.0	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: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2013

Number of Aboriginal employees as at the last pay day in June 2013

Salary Bracket	Aboriginal Employees	Total Employees	Percentage Aboriginal	% Strategic Benchmark*
\$0 - \$53 199	330	8 584	3.8	2.0
\$53 200 - \$67 699	201	5 591	3.6	2.0
\$67 700 - \$86 599	136	10 022	1.4	2.0
\$86 600 - \$109 299	52	4 125	1.3	2.0
\$109 300 plus	8	564	1.4	2.0
TOTAL	727	28 886	2.5	2.0

Notes: *Benchmark from State Strategic Plan.

For the first time in 2007 Aboriginal employees (Ancillary paid by the school) have been included.

Therefore data is not comparable prior to 2007. Excludes employees on leave without pay.

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2013

Cultural and linguistic diversity of the workforce as at the last pay day in June 2013

	Male	Female	Total	% of Agency	% SA Community*
Number of employees born overseas**	347	952	1 299	4.5	22.1
Number of employees who speak language(s) other than English at home**	61	136	197	0.7	14.4

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: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2013

Employees - age profile as at the last pay day in June 2013

Age Bracket	Number of employees (persons)			% of DECD employees*	% of South Australian Workforce**
	Male	Female	Total		
15-19	27	45	72	0.2	6.2
20-24	290	917	1 207	4.2	9.7
25-29	661	1850	2 511	8.7	10.9
30-34	599	1961	2 560	8.9	9.8
35-39	656	2106	2 762	9.6	10.1
40-44	637	2740	3 377	11.7	11.8
45-49	646	2770	3 416	11.8	11.2
50-54	833	3289	4 122	14.3	11.3
55-59	1341	3507	4 848	16.8	9.0
60-64	934	2085	3 019	10.5	6.1
65+	341	651	992	3.4	3.7
TOTAL	6 965	21 921	28 886	100.0	99.8

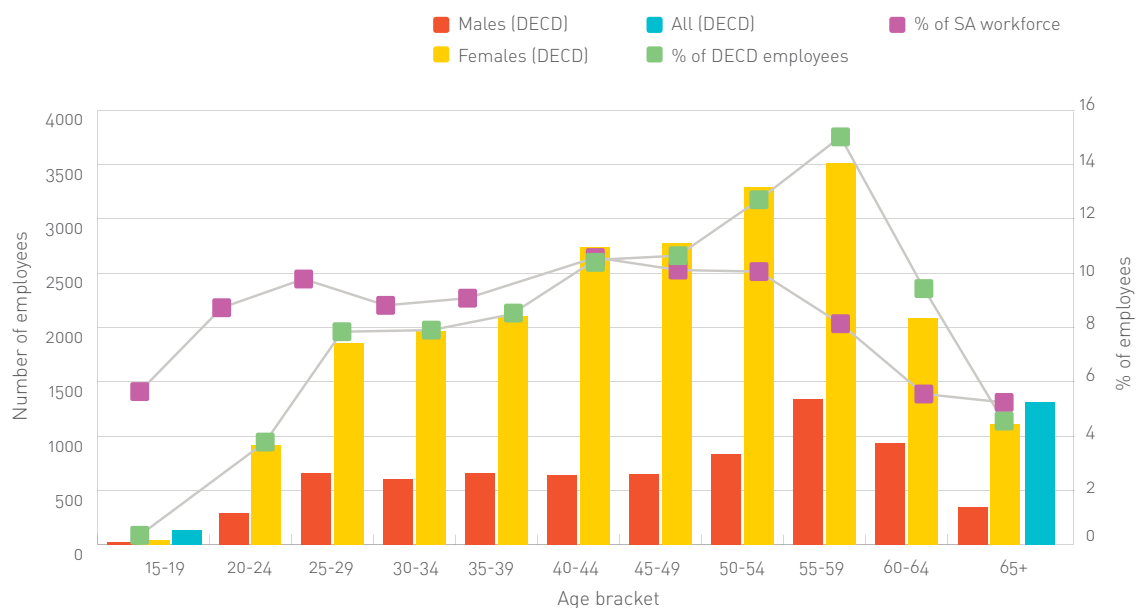
*Notes: * Due to rounding of figures, totals may not add up to 100.0 percent

**Australian Bureau of Statistics Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LM8) by sex, age, state, marital status - employed - total from FEB78 Supertable, South Australia at Feb 2013.

Excludes employees on leave without pay."

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2013

Total workforce age and gender profile as at June 2013



Total number of employees with disabilities as at last pay day in June 2013

Male**	Female**	Total**	% of Agency
131	282	413	1.4%

Note: **According to Section 4 of the Commonwealth Disability Act 1992. Number of employees who have reported this information.

Types of disability (where specified) as at last pay day in June 2013

Disability	Male	Female	Total	% of Agency
Disability requiring workplace adaptation**	113	251	364	1.3
Physical**	51	106	157	0.5
Intellectual**	0	2	2	0.0
Sensory**	9	13	22	0.1
Psychological/psychiatric**	67	135	202	0.7

Source: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2013

Note: **According to Section 4 of the Commonwealth Disability Act 1992. A person may have multiple disabilities and are counted more than once in the above table.

Voluntary flexible working arrangements by gender as at last pay day in June 2013

Arrangement	Male	Female	Total
Purchased leave*	6	17	23
Flexitime*	283	896	1 179
Compressed weeks*	3	27	30
Part-time	2 170	11 486	13 656
Job share*	0	16	16
Working from home*	2	6	8

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: DECS VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2013.

Work health safety and injury management

DECD's commitment to providing a safe and healthy work environment for all employees, children, students and visitors and providing return to work opportunities for ill and injured staff continued in 2012-13.

This commitment is underpinned by the department's *Occupational health, safety and welfare and injury management* policy, which reflects the importance of work health and safety, including the need for healthy staff – both mentally and physically. The department employs a dedicated safety team to strategically manage safety and wellbeing across DECD, as well as specialist expertise to manage the claims and return to work process.

During 2013, DECD started implementing the new requirements associated with the passing of nationally harmonised work health and safety legislation, the *Work Health and Safety Act 2012* (SA), which became effective on 1 January 2013. Although the new legislation does not change the basic safety requirements, there is clearer articulation regarding governance of safety and more clearly defined responsibilities and accountabilities of officers and workers.

The department produced a short video clip illustrating the practical implications of the new Act. As part of the broader departmental training program, organisation-wide training in due diligence requirements was implemented with all senior executives, directors, site leaders and managers.

The department's injury management system was restructured with the creation of a specialised Early Intervention Unit where every staff injury / incident reported is assessed by an injury management health professional. The early intervention program assists by providing targeted support to resolve issues at the pre-claim stage.

DECD continually seeks to review its performance in safety and injury management and systems are evaluated and monitored through a range of regular reporting as well as external evaluation processes. Several information management systems are utilised to monitor and report on trends, claims, costs, hazards, incidents and targets in a range of performance indicators.

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.

As at 30 June 2013, DECD met one out of the eight SWIPS targets and is within 5% of meeting another sub target. The department's performance against the SWIPS performance targets is comparable with the rest of Government.

The numbers of new claims for the 2012-13 financial year were 948 compared with 963 for the 2011-12 financial year, a reduction of 1.6%.

The total claims costs for the 2011-12 financial year were \$20.7m compared with \$24m in 2012-13, an increase of 16%. The increase was predominantly due to a rise in lump sum payments for both economic and non economic loss. Section 42 lump sum payments for redemptions increased by 28% and Section 43 payments increased by 128%, mostly due to the legislative changes increasing the permanent impairment costs for disability.

Work health and safety prosecutions, notices and corrective action taken

Number of notifiable incidents pursuant to WHS Act Part 3	41
Number of notices served pursuant to WHS Act Section 90, Section 191 and Section 195 (Provisional improvement, improvement and prohibition notices)	7

Agency gross workers compensation expenditure for 2012-13 compared with 2011-12²

EXPENDITURE	2012-13 (\$m)	2011-12 (\$m)	Variation (\$m) + (-)	% Change + (-)
Income maintenance	\$ 12.3 m	\$ 11.3 m	\$ 0.9 m	8.2%
Lump sum settlements redemptions - Sect.42	\$ 3.5 m	\$ 2.7 m	\$ 0.8 m	28.4%
Lump sum settlements permanent disability – Sect. 43	\$ 1.7 m	\$ 0.7 m	\$ 0.9 m	128.1%
Medical/hospital costs combined	\$ 4.9 m	\$ 4.6 m	\$ 0.4 m	7.7%
Other	\$ 1.6 m	\$ 1.3 m	\$ 0.3 m	26.0%
Total claims expenditure	\$ 24.0 m	\$ 20.7 m	\$ 3.3 m	16.1%

¹Before third party recovery. ² Information available from the Self Insurance Management System (SIMS) (for detailed advice on data extraction contact PSWR)

¹ Before third party recovery

² Information available from the Self Insurance Management System (SIMS) (for detailed advice on data extraction contact PSWR)

Meeting safety performance targets³

	Base: 2009-10	Performance: 12 months to end of June 2013 *			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	948	759	189	670
3. New workplace injury claims frequency rate	24.81	25.65	21.09	4.56	18.61
4. Lost time injury frequency rate ***	12.42	14.18	10.56	3.62	9.32
5. New psychological injury frequency rate	4.42	5.27	3.76	1.51	3.32
6. Rehabilitation and return to work:					
6a. Early assessment within 2 days	22.28%	21.62%	80.00%	-58.38%	80% or more
6b. Early intervention within 5 days	83.74%	86.00%	90.00%	-4.00%	90% or more
6c. LTI have 10 business days or less lost time	52.91%	51.55%	60.00%	-8.45%	60% or more
7. Claim determination:					
7a. New claims not yet determined, assessed for provisional liability in 7 days	44.00%	61.17%	100.00%	-38.83%	100%
7b. Claims determined in 10 business days	72.86%	72.74%	75.00%	-2.26%	75% or more
7c. Claims still to be determined after 3 months	6.08%	8.21%	3.00%	5.21%	3% or less
8. Income maintenance payments for recent injuries:					
2010-11 injuries (at 24 months development)		\$6 348 124	\$4 813 991	\$1 534 133	Below previous 2 years average
2012-13 injuries (at 12 months development)		\$2 683 073	\$2 506 571	\$176 502	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 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

³ Information available from Self Insurance Management System (SIMS) (SWIPS target report)

Overseas travel 2013

Reasons for travel	Destinations	Number of employees	Total cost to DECD
Business development/ marketing	Vietnam, China, Brazil, Chile, Mexico, Japan, Germany, Hong Kong, South Korea, Cambodia, Thailand, New Caledonia, Malaysia, Denmark, Italy, Switzerland	28	\$374 142.66
Professional development	Malaysia, Thailand, Indonesia, United Kingdom, Italy, Hong Kong, Canada, United States of America, Cambodia, Laos, Vietnam, Japan, China, Netherlands, Germany, South Korea, Singapore, Hungary, United Arab Emirates	70	\$426 417.58
Professional development (International Baccalaureate)	Malaysia, Netherlands, Singapore, Hong Kong	10	\$36 743.13
Professional development (Teacher exchanges)	Canada, United States of America, New Caledonia, United Kingdom	16	\$660 210.80
Professional development (Scholarships)	Japan, France, Spain, Italy, Indonesia, United Arab Emirates, Germany	16	\$72 205.36
Sister school visits	Japan, Singapore, Greece, Italy, United Kingdom	8	\$55 465.81
Student excursions	Germany, South Korea, Malaysia, Japan, Italy, Greece, United Kingdom, Singapore, United States of America, China, Belgium, France, Czech Republic, Finland, Hong Kong, Vietnam, Cambodia, Laos, Spain, Canada, Austria, Hungary, Botswana, Namibia	144	\$1 164 494.20 *
Conduct of official DECD business	Italy, Chile	3	\$29 504.81
TOTALS		295	\$2 819 184.35 **

* Each school makes a local decision about student travel overseas. Schools pay any expenses they commit to out of their normal budget allocations and/or fundraising and parent contributions to cover the cost of their children. Overseas travel will be related to the curriculum and be part of the school's annual plan.

** The total cost to DECD includes the salary cost of the individual while they are on duty, regardless of whether they are replaced during their absence. In the majority of cases this is not an additional cost to DECD.

Note: DECD transitioned from one data keeping system to another at the start of 2013. Every effort has been made to capture appropriate data during the transition.

Consultancies undertaken in 2013

Controlled

Consultant	Purpose of consultancy	Number	Total
Value below \$10 000			
PKF Chartered Accountants	To provide probity advisory services for the new bus services contracts		
Subtotal		1	\$4 365
Value \$10 000 to \$50 000			
Subtotal			
Value above \$50 000			
GK Corporation	Assist in the redesign and restructure of Families SA		
Subtotal		1	\$81 670
Total		2	\$86 035

Administered Items

Consultant	Purpose of consultancy	Number	Total
Value below \$10 000			
FSE Consulting	Risk management assessment for the establishment of the Office of Non-Government Schools and Services		
Subtotal		1	\$3 412
Value \$10 000 to \$50 000			
Subtotal			
Value above \$50 000			
Subtotal			
Total		1	\$3 412

Source: 2012-13 DECD Financial Statements

Accounts payable performance

The DECD accounts payment performance statistics for the 2012-13 financial year are as follows:

Payment performance	Volume	%	Value	%
Paid in 30 days or less	230 625	96.97%	\$1 868 544 108	97.73%
Paid 31 to 60 days	5902	2.48%	\$33 598 127	1.76%
Paid greater than 60 days	1316	0.55%	\$9 890 133	0.51%
Total	237 843	100%	\$1 912 032 368	100%

Fraud report

The Department for Education and Child Development is committed to maintaining a working environment free of fraud and corrupt behaviour and promotes this position through the department's *Fraud and corruption control* policy and framework. The policy and framework articulates the department's prevention, detection and response strategies and provides the processes for managing suspected and/or actual fraud or corruption. Any instances of misconduct are treated seriously by DECD, and where these occur, prompt action is taken to ensure that they are thoroughly investigated and that those responsible are held to account.

Nature of fraud inquiry (eg, theft, potential misappropriation and/or misuse of funds, potential fraudulent contracting/purchasing, falsification of attendance data to claim fees)	Number of instances	Current status of instances	Ongoing strategies to control and prevent fraud
Theft	3	<p>Case 1 was closed, missing fund recovered and employee dismissed.</p> <p>Case 2 was closed as police were unable to identify the offender.</p> <p>Case 3 is currently under review</p>	<p>Departmental Exploring Ethics newsletters were introduced to promote and raise awareness of the professional conduct standards outlined in the Code of Ethics for the South Australian Public Sector.</p> <p>Specific policies, procedures and frameworks are in operation, including Fraud and Corruption Control Policy and Framework, Whistleblowers Policy and Procedures, Site Financial Framework ('The Gold Book'), Procurement Framework and ICT Security Policies and Standards.</p> <p>All employees are made aware of the DECD Procurement Framework and new initiatives in the field of procurement through departmental circulars and newsletters issued by the Procurement Unit.</p>
Potential misappropriation of funds	3	Under investigation/review	<p>Ethical practice clauses have been included in departmental system generated purchase orders to reaffirm the requirement that suppliers adhere to ethical practices in their dealings with government.</p> <p>Employment screening is required for new employees/ volunteers and is required every 3 years for all existing employees/ volunteers.</p>
Potential theft and misappropriation of funds	1	Under investigation	<p>Screening checks are undertaken for all external suppliers and contractors through the tendering process to meet probity and transparency requirements.</p> <p>Employees are required to disclose conflicts of interest in writing to ensure full disclosure and consideration of actual, perceived or potential conflicts of interest.</p> <p>Regular financial management reporting processes allow delegates to identify anomalies in transactions that may indicate fraudulent activities.</p>
Falsification of attendance data to claim fees	2	Under investigation	<p>All DECD sites are subject to a Site Financial Audit annually.</p> <p>Internal control questionnaires (ICQs) are utilised by DECD worksites to conduct self-assessment judgements annually on the level of compliance with internal controls.</p> <p>All internal audit activities and risk management matters are regularly reported to the DECD Audit and Risk Committee.</p>

Audit and Risk Committee Report

The Audit and Risk Committee (ARC) provides independent assurance and advice to the chief executive and the Senior Executive Group on the department's risk, control and compliance framework, and its external accountability responsibilities.

An interim committee was appointed during 2013 to better represent the new DECD. The ARC comprises five members of senior management and two independent external members and is chaired by the Deputy Chief Executive (member). Representatives of the Auditor-General's department attend as observers. The committee met on five occasions during 2013.

Consistent with better practice an independent review of the effectiveness of the ARC was performed in 2013.

The committee's role is to review processes, timelines and business procedures and provide advice on audit, risk management and business assurance activities across the department.

During 2013, the ARC has focused on the following matters:

- Corporate governance and risk management frameworks
- External accountabilities and financial legislative compliance
- Internal audit coverage and review of significant issues identified in audit reports and actions taken
- External audit – oversight of implementation and actions taken to address issues raised in Auditor General's audit reports.

Reporting against the Whistle Blowers' Protection Act

In 2013, there was one disclosure under the *Whistleblowers Protection Act 1993* made to a responsible officer of the Department for Education and Child Development, which was subject to investigation.

Disability action plan

In 2013, DECD was invited to join the Department of Communities and Social Inclusion Disability Action and Inclusion Plan Steering Committee. The first meeting was held on 11 November 2013. Disability SA is leading the development of the DAIP project across government. The Steering Committee will ensure that departmental DAIPs align with national and state directions and disability reforms in moving from a focus on service provision to a rights-based approach supporting individual choice, control and independence.

Reporting against the Carers Recognition Act

Background:

Relationships, partnerships and networks with organisations that represent carers

While DCSI is the lead agency, DECD provides representation on the:

- SA Carers Reference Group through the Child and Student Wellbeing Unit. This group has representatives from government and non-government agencies and carer consumer groups as a key component of the planning and implementation process for the SA Carers policy
- Whole of Government – Carers Implementation Group from the Child and Student Wellbeing Unit. The purpose is to monitor implementation of the SA Carers policy by government departments
- Grandparents for Grandchildren Consultation Group from the Child and Student Wellbeing Unit.

The purpose is to work with the 'Grandparents for Grandchildren' lobby group to address issues of support for this group of carers.

- A memorandum of understanding exists between Families SA and Grandparents for Grandchildren. The aim is provide a framework to help parties work together so as to promote the welfare and interests of grandchildren and their carers, when they are grandparents.

DECD has also provided feedback via these Groups to Carers SA. Examples are the annual Carers SA budget submissions and the SA *Strategic plan for carers 2009-2012*.

DECD continues to ensure that staff are aware of relevant services for carers provided by government and non-government agencies.

Informal information and resource sharing occurs between:

- individual sites
- school counsellor networks
- relevant regional and state personnel.

Formal information and resource sharing occurs via:

- regional and state announcements/newsletters
- involvement in the *Young carers research* project
- involvement in statewide carers committees.

Relationships, partnerships and networks with communities or organisations that represents or provides services to Carers (including nature of the relationship)

DECD engages in a range of partnerships to support the needs of carers including:

- 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 education and childhood development services. Policies embedded in the key focus areas strengthen the purpose and priorities of the strategic directions, and assist in dealing with emerging national educational and childhood development issues including young carers.

DECD policies are in place to ensure information and communication is provided to all members of the school community, including carers who are consumers. These policies assist carers to make education-related choices during the continuum of their caring role and school staff to provide safe, supportive learning environments which ensure the safety and wellbeing of all students including young carers.

Families SA has provided opportunities for Office for Carers personnel to attend statewide supervisor and senior practitioner forums. This has raised awareness

across Families SA operational units of the Carers Recognition Act, associated divisional responsibilities and carer resources within the state of South Australia.

Office for Carers resources have been disseminated to all Families SA offices. This includes posters for front of office areas, pamphlets and pocket-sized information for operational staff to provide to identified carers during the course of its work.

The Carers Recognition Act is embedded into all Families SA service agreements with contracted non-government agencies.

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.

1.2 Assigned responsibility for implementing the requirements of the *Carers Recognition Act 2005* as it relates to the provision of services

DECD has an ongoing commitment to the development of policies and initiatives to support the needs of young carers. Working with, and involving young carers and carer networks in decision-making, to achieve relevant outcomes is an important part of this process.

DECD is committed to providing a school environment where it is safe and supportive for young carers to identify themselves or be identified to enable improved service provision to maintain/improve engagement in school programs.

Examples:

- Individual school sites monitor involvement and engagement of students where identified
- Student counsellor networks are encouraged to monitor and promote carer issues
- DECD Student, Aboriginal and Family Services

has a role to monitor and be actively involved in young carer initiatives and policy development impacting on young carers

1.3 Communicating information regarding the Carer Charter and divisional policies to recipients of services

DECD has been an active partner in current research by the National Australian Research Council Linkage Project through the release of staff and by providing venues for the research forums. The publication *Young carers – social policy impacts of the caring responsibilities of children and young adults* will be made available to all DECD staff via a link on the DECD website.

DECD is involved in a number of research activities and committees through statewide carers committees, including the Young Carers Network. Involvement in these activities contributes to policy development impacting on young carers.

The 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 through training and development sessions conducted by the DECD Child & Student Wellbeing Team, as well as regional and site-based personnel
- Awareness raising through Families SA personnel that directly facilitated opportunities for Office for Carers staff to attend statewide operational forums.
- Promoting the Office for Carers to the South Australian foster and relative, kinship care community via the bi-annual Families SA Links newsletter.
- Promoting the Young Carers Association by DECD Child & Student Wellbeing Team personnel
- Mandatory pre-service teacher training including

understanding of child protection initiatives and discussion about vulnerable groups, one of which is young carers and the implications of the Carers Act in education. This training is required to be updated by each teacher every three years

- Guidelines to assist education and care staff to effectively respond to incidents of problem sexual behaviour involving children and young people, including young carers
- Ongoing school counsellor statewide training and induction initiatives promoted throughout the school community including inviting carer organisations into schools to inform school communities regarding support and respite options
- 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 online in the DECD website, includes formal reporting against the Carers Recognition Act in relation to 'carers who are con summers'
- 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
- Referring grandparents/other relative carers to community groups for support
- A link to carers information is available on the DECD website
- Dissemination of the Grandparents raising Grandchildren advice package and links to information on the *Informal relative caregiver's statutory declaration* 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 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.

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 all students. Student counsellor networks are encouraged to monitor and promote carer issues. Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the regional support services teams.

DECD Student, Aboriginal and Family Services has a role to monitor and be actively involved in young carer initiatives and policy development

2.3 Informing carers and external stakeholders of consultation processes and support participation

DECD encourages collaborative practices, including developing stronger links with other services, to involve and support carers in the community. DECD Student, Aboriginal and Family Services has representation on a number of committees through the Child and Student Wellbeing Unit representing carers to ensure clear feedback is received from the community of carers and fed back to relevant units within DECD.

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 Aboriginal, Student and Family Services Team has a role to monitor and be actively involved in young carer initiatives and policy development.
- Informal relative caregivers statutory declaration data is collected centrally, via the DECD census, once every year in Term 3. DECD Aboriginal, Student and Family Services Team personnel support the collection of this data and further promote the initiative.

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 education and childhood development services. Policies embedded in the key focus areas strengthen the purpose and priorities of the strategic directions, and assist in dealing with emerging national educational and childhood development issues including young carers.

"Young carers can be supported to reach their potential and live fulfilling, enjoyable lives by DECD supporting and encouraging them to attend school and to engage in relevant educational programs".
DECS Annual Report 2007

Examples

- Attendance policy
- School discipline policy
- Child protection guidelines
- Mandatory notification training
- Responding to abuse and neglect update training.

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

Examples

- Links to relevant carer information on DECD website
- Referring grandparents/other relative carers to community groups for support
- Inviting carer organisations into schools to inform school communities regarding support and respite options
- Mandatory pre-service teacher training and development includes training in child protection initiatives and support for vulnerable groups, one of which is young carers
- Statewide training promoting supportive practices for teachers and students eg, *Your classroom – Safe, orderly and productive*

- Statewide training promoting supportive practices for school support officers and aboriginal community education officers eg, *Contributing to a safe and positive learning community*.

3.4 How DECD monitors and evaluates the effectiveness of its service provision practices against the Carers Charter

Examples

- 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 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.

DECD has also established Innovative Community Action Networks (ICAN) to address the needs of young people who have disengaged from school or are seriously at risk of doing so. As part of the ICAN initiative, flexible learning option (FLO) enrolments have been established. These allow students enrolled in a local school to have a negotiated accredited learning program, tailored to their individual needs. Such a program may involve: full/part-time education; school and/or off-school site learning; and vocational training. Such learning programs may be face-to-face or by distance education through the Open Access College. Any young carer who has difficulty attending school regularly has the opportunity to have a FLO enrolment through ICAN.

2. Carers health and wellbeing is critical to the community

Health support plans are an action plan written in consultation with the family and other health care professionals to support young people to achieve their learning goals and maximise participation. They acknowledge that health care needs, or those of a family member in the case of a young carer, can impact on attendance and participation.

DECD will support by informing relevant school and regional personnel about carers access to the health services and treatment information about the care recipient, within the framework of the information sharing guidelines.

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 for Grandchildren: Informal Relative Caregiver Statutory Declaration (IRCSD) information
- Referring grandparents/other relative carers to community groups for support.
- Families SA funds the Families SA relative and kinship care grandparents respite and support service delivered via Time for Kids Incorporated. This service provides respite and support for grandparents raising their grandchildren who are identified as at risk or vulnerable in their caring role. These may be formal care arrangements as identified under custody or Guardianship of the Minister orders, or informal arrangements where there are no custody orders but grandparents are the primary carers.
- This program delivers services across South, North, East and Western Adelaide, Barossa and the Adelaide Hills.
- This program ensures a family based holiday camp is held annually for grandparents, respite carer families, children and young people in addition to the provision of 20 new respite carers during the course of the service agreement.
- Families SA funding for Families SA relative and kinship care grandparents respite and support service delivered via Time for Kids Incorporated commenced in 2008 and is an active service agreement until 30 June 2014.

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 Aboriginal, Student and Family Services Team has a role to monitor and be actively involved in young carer initiatives and policy development.
- Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the regional support services teams
- DECD encourage collaborative practices, including developing stronger links with other services, to involve and support carers in the community
- Informal consultation is undertaken via:
 - individual sites
 - school counsellor networks
 - regional and state personnel
- Formal consultation is undertaken via:
 - involvement in the young carers research project
 - involvement in state-wide carers committees
- Ongoing involvement in carer programmes will investigate support for a wider program that seeks to provide carers, schools families and mental health care providers with accessible pathways and supports as well as improved learning outcomes for young carers

- Informal relative caregivers statutory declaration data is collected, in relation to the DECD census, every year in the Term 3 Census
- EDSAS data systems are able to capture carer statistics for those students who identify as young Carers, as part of the Term 3 Census.

Families SA Financial counselling and support program addresses the needs of Families SA clients involved with care and protection system and those experiencing issues relating to financial hardship, financial stress or poverty. It takes into account social determinants of poverty which are considered in the assessment of needs. These determinants contribute to people living in consistent poverty and place people at increased risk of disadvantage and longer term harm.

The *Financial counselling and support* program seeks to work collaboratively towards common goals of enhancing the social capacity of communities by working with government departments, non-government organisations and community organisations to reduce vulnerability within the community.

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.

Asbestos management in government buildings

Category	Num sites	Category description	Interpretation one or more item(s) at these sites...
1	0	Remove	Should be removed promptly.
2	139	Remove as soon as practicable	Should be scheduled for removal at a practicable time.
3	197	Use care during maintenance	May need removal during maintenance works.
4	256	Monitor condition	Has asbestos present. Inspect according to legislation and policy
5	128	No asbestos identified / identified asbestos has been removed	All asbestos identified as per OHS&W Regulation 2010 (Division 2 – Asbestos).
6A	3	Further information required	Asbestos items are missing recommended actions.
6B	177	Further information required	These sites not yet categorised
6C	8	Further information required	Asbestos Items have been recorded but no site or building inspection has been recorded

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.

Agency Asbestos Report exported from the Strategic Asset Management Information System (SAMIS) on 27 November 2013.

Contractual agreements over \$4m

Supplier	Service description	Value (Inc. GST)
ASIA MOTORS (AUST) PTY LTD.	Purchase of school buses as part of the School bus replacement program	\$4 022 377
Anglicare SA Incorporated	Alternative care grant for family based foster care and respite – AC11-05	\$11 652 093

Urban design charter

DECD continued to engage with local and State planning authorities to progress the ideals embodied in the charter.

In 2012 and 2013, consultants engaged by DECD 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.

Energy use and sustainability

As a government agency DECD is committed to the aims of Target 61 of South Australia's Strategic Plan: Energy efficiency – government buildings: Improve the energy efficiency of government buildings by 30% by 2020. (Milestone: 25% reduction by 2014).

DECD, along with other government agencies, analyses consumption data on an annual basis. Government schools reduced consumption by 3 093 889.18 kWh from 2011-12 to 2012-13. In the same period, DECD's building footprint increased by 34 443m², which highlights the continued investment in energy efficiency initiatives by the department and the energy-wise practices of schools and preschools.

To assist in managing energy efficiency, the department maintains a range of online resources and fact sheets (electricity, solar and water) including the following:

- Conducting a school energy audit
- Electricity use of office equipment
- Hot water in schools
- Cooling strategies
- Lighting strategies
- School canteens
- Solar power and solar feed-in tariffs
- Ecologically Sustainable Development (ESD) in school and children's centre facilities.

Along with these resources, the department also provides support and advice regarding energy consumption.

National solar schools program

The Australian Government's National solar schools program was launched in July 2008 and enabled schools to apply for up to \$50 000 in funding for solar power systems, electricity efficiency installations and rainwater tanks.

The program concluded in July 2013 and provided a total of \$13.4 million in funding to a total of 350 schools to install solar power systems ranging between 2-10kW, energy efficiency lighting such as LED and T5 fluorescents, lighting timers and sensors, and rainwater tanks.

Water efficiency and water use

The department continues to work with government schools and preschools to reduce consumption and improve water efficiency.

DECD has continued investment in Aquifer storage and recovery (ASR) schemes that harvest and reuse stormwater runoff to provide a sustainable water source for irrigation. Projects are continuing in Salisbury, Tea Tree Gully and Playford Councils to connect to their respective ASR schemes. In addition,

Onkaparinga Council now has an ASR scheme, which DECD is in the process of connecting to.

School water consumption trends are regularly assessed by the department to identify locations with high water usage. In 2013, SA Water data for the first two quarters has been analysed and used to provide advice back to schools when they have enquired about high water bills.

Capital programs and asset services

Capital works

The *Capital works* program delivers new and refurbished facilities for teaching, community residential care and learning and care to support 21st Century teaching and learning for students from Birth to Year 12 across the State.

Currently the department has more than 100 active projects (excluding *Education works* Stage 1 projects) with a total combined project cost of \$462.714m of which \$159.401m is cash-flowed to be spent in 2013-14.

The first of two new community residential care facilities located in the southern suburbs is scheduled for completion in March 2014, with the construction tender for the second care facility planned to be let in April 2014.

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, *Expanding our state high schools*, *Preschool relocation* program, DECD Capital works, and trade training centres.

Investment in early childhood facilities

New preschool facilities were completed at Jamestown, Lockleys and Kalaya Children's Centre. The new Aboriginal children and family centres were completed at Ceduna, Christies Beach and Whyalla. Construction commenced for the new children's centres at Aldinga, Goolwa and St Agnes, while children's centres were completed at Darlington, Gilles Plains, Ingle Farm and Port Pirie.

Construction commenced on new facilities to enable the relocation of Hamley Bridge Kindergarten and Ashton Kindergarten to primary school campuses.

Detailed design work and tenders were called for minor works at Koonibba, Marree and Oodnadatta to address the requirements under National Quality Framework as approved by the Australian Government.

Detailed design work and tenders were called for the relocation of five preschools onto school sites at Maitland, Port Lincoln, Elizabeth South, Woodville West and Morphett Vale under the \$21.3m Preschool relocation program.

Further design work and tenders were called for the redevelopment of preschools at Coober Pedy, Freeling, Hampstead, Hendon, Mawson Lakes, Para Hills and Quorn.

Seven 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 2013, work continued on the delivery of Capital works projects at the following sites:

Cleve Area School
Cowell Area School
Eastern Fleurieu R-12 School
Eden Hills Primary School
John Pirie Secondary School
Keith Area School
Klemzig Primary School
Miltaburra Area School
Nairne Primary School Stage 2
Para West Adult Campus
Port Noarlunga Primary School
Pukatja Family Wellbeing Centre
Salisbury East High School
Windsor Gardens Vocational College
Yalata Anangu School

Co-located schools

Athelstone Schools
Craigmores 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

Disability units

Blackwood Primary and High School

Secondary schools expansions

Adelaide High School

Brighton Secondary School

Glenunga International High School

Marryatville High School

Special school renewal program

Ashford Special School

Elizabeth Special School

Kensington Special School

Port Augusta Special School

Riverland Special School

Whyalla Special School

Trade training centres

Capital works also continued on the delivery of six Australian Government approved trade training centres involving 17 schools with secondary enrolments to upgrade specialist teaching areas.

Education works initiative

These new schools have attracted significant student enrolments requiring the planning and delivery of additional accommodation at both Mark Oliphant College and John Hartley School.

During the course of 2013, work continued on the delivery of 11 Capital works projects approved as part of the \$85m Education works Stage 2 Initiative. These are detailed below.

Construction was completed at the following sites:

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

Construction continues at Campbelltown R-12 School.

A further six sites were identified for feasibility studies to obtain reports and cost estimates for consideration for future capital works funding.

Materials and services 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 2013, the standard sum that schools were able to recover was \$214 for primary students and \$284 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 2013, the total materials and services charges invoiced by schools is estimated to be around \$53.8 million, and includes an estimated \$11.4 million of 'school card' assistance for low-income families.

SA government schools opened from August 2012 to August 2013

Athelstone School
 Belair Primary School
 Braeview School R-7
 Craigmore South Primary School
 Dernancourt School R-7
 Flaxmill School P-7
 Gawler and District College B-12
 Hackham East Primary School
 Happy Valley Primary School
 Kadina Memorial School
 Largs Bay School
 Linden Park Primary School
 Madison Park School
 Mitcham Primary School
 Morphett Vale East School R-7
 Murray Bridge North School R-7
 Nicolson Avenue Primary School
 North Haven School
 Para Hills School P-7
 Renmark Primary School
 Salisbury Heights Primary School
 Settlers Farm Campus R-7
 Stradbroke School
 The Pines School
 Victor Harbor R-7 School
 West Lakes Shore School R-7

SA government schools closed from August 2012 to August 2013*

Athelstone Primary School
 Athelstone Junior Primary School
 Belair Primary School
 Belair Junior Primary School
 Braeview Primary School
 Braeview Junior Primary School
 Craigmore South Primary School
 Craigmore South Junior Primary School
 Dernancourt Primary School
 Dernancourt Junior Primary School
 Evanston Primary School
 Flaxmill Primary School
 Flaxmill Junior Primary School
 Gawler High School
 Hackham East Primary School
 Hackham East Junior Primary School
 Happy Valley Primary School
 Happy Valley Junior Primary School
 Kadina Primary School
 Kadina Memorial High School
 Largs Bay Primary School
 Largs Bay Junior Primary School
 Linden Park Primary School
 Linden Park Junior Primary School

Lyrup Primary School
 Madison Park Primary School
 Madison Park Junior Primary School
 Mitcham Primary School
 Mitcham Junior Primary School
 Morphett Vale East Primary School
 Morphett Vale East Junior Primary School
 Murray Bridge Primary School
 Murray Bridge Junior Primary School
 Nicolson Avenue Primary School
 Nicolson Avenue Junior Primary School
 North Haven Primary School
 North Haven Junior Primary School
 Para Hills Primary School
 Para Hills Junior Primary School
 Renmark Primary School
 Renmark Junior Primary School
 Salisbury Heights Primary School
 Salisbury Heights Junior Primary School
 Settlers Farm Primary School
 Settlers Farm Junior Primary School
 Stradbroke Primary School
 Stradbroke Junior Primary School
 The Pines Primary School
 The Pines Junior Primary School
 Victor Harbor Primary School
 Victor Harbor Junior Primary School
 West Lakes Shore Primary School
 West Lakes Shore Junior Primary School

* Note: The majority of these closures were a result of the amalgamation of junior primary and primary schools. See previous page for a list of schools opened.

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2013

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Email: decddcustomers@sa.gov.au

Website: www.decd.sa.gov.au

ABN: 60 168 401 578

ISSN: 1835-1530

ISBN: 978-0-646-53074-1

This report is available on the DECD website.

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Government of South Australia

Department for Education and
Child Development