

Department for Education  
and Child Development  
**ANNUAL REPORT 2014**



**Government  
of South Australia**

Department for Education  
and Child Development

More than  
**180 000**

children and young people attend public schools or early childhood settings

**1000 sites**  
in South Australia

...preschools, children's centres, primary schools, secondary schools, area schools and special schools in metropolitan, rural and remote areas

**64%**

of all school students in South Australia are in government schools.

There are 525 government schools and regional schools account for 263 (50%) of these

About  
**14 000**

school-based teachers and early childhood educators help

children and young people to achieve their best



**Government of South Australia**

Department for Education and Child Development

The South Australian Certificate of Education

**(SACE)**

is the main method used

by SA students to begin TAFE and university courses here, interstate and overseas

Children and students with a disability account for

**8.9%**

of the total government school population [14 883]

There are approximately

**20 000**  
**babies born**  
in South Australia  
each year

**Families SA**

has approximately

**2253 children under the Guardianship of the Minister**  
at 30 June 2014, and **2786 on care and protection orders**

### Key to our icon system

Each of the DECD strategic directions has an icon for readers to easily see at a glance the link between DECD's strategic plan and 2014 outcomes or activities.



**Higher standards of learning achievement**



**Improve health and wellbeing**



**Improve and integrate child safety**



**Engage children, families and communities**



**Right service at the right time**



**Build a better system**

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# About this report

Welcome to the 2014 calendar year annual report for the Department for Education and Child Development (DECD).

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

## Our stakeholders

- More than 180 000 children and young people in South Australia who attend more than 1000 public schools and early childhood services
- Their parents and care givers
- Approximately 20 000 babies born in South Australia each year, and children up to four who are the clients of the Women's and Children's Health Network
- The children in our care and other vulnerable families who we support through Families SA
- Some 29 108 departmental staff including teachers, school-based staff, early childhood educators, Families SA staff, and staff in local offices and Central Office
- Unions and representative organisations of staff
- **All South Australians.**

## Context

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

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

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



## History

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

## Vision

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

## Our priorities

The new DECD strategic plan, released in July 2014, outlines six priority areas for improvement that will be delivered to the South Australian community over the next four years.



**Higher standards of learning achievement**



**Improve health and wellbeing**



**Improve and integrate child safety**



**Engage children, families and communities**



**Right service at the right time**



**Build a better system**



## Strategic directions

See page 10 for details of the strategic planning documents that outline how DECD will deliver programs and services to the South Australian community over the next four years.

### The icon system

Each of the DECD strategic directions has an icon for readers to easily see at a glance the link between DECD's strategic plan and 2014 outcomes or activities.

#### Strategic priorities:

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**Higher standards of learning achievement**



**Improve health and wellbeing**



**Improve and integrate child safety**



**Engage children, families and communities**



**Right service at the right time**



**Build a better system**

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## This report

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.

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

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

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

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

A separate report provides all financial information for DECD for the financial year 2013-14, accessed at [www.decd.sa.gov.au](http://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 2014.

The Hon Susan Close MP  
Minister for Education and Child Development

Dear Minister

In accordance with the *Public Sector Act 2009*, the *Public Finance and Audit Act 1987*, and the *Education Act 1972*, I am pleased to present to you the Department for Education and Child Development Annual Report 2014 for presentation to Parliament.

The report outlines the achievements and performance of the agency for the calendar year ended 31 December 2014.

The report also presents information on the department's finances and human resources relating to the 2013-14 financial year. Please note that the department's full financial statements are available in a separate document online at [www.decd.sa.gov.au](http://www.decd.sa.gov.au) >About DECD > Annual reports.

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

Along with the overall strategic plan, the department released the Families SA Service Plan, which establishes the future directions for Families SA and the changes necessary to improve the delivery of child protection services. We also continued to implement a consistent practice model, Solution Based Casework, across Families SA.

From the beginning of the year, 60 education and child development local partnerships began operation to provide collective responsibility for improved outcomes for all children and young people within and across out sites.

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, schools as well as through the Child and Family Health Service 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 2015

## Executive summary

There are executive summaries for all main chapters in this report. See pages 62, 94, 114, 138 and 146 for details.

### Numeracy and literacy initiatives

Work in 2014 focused on future initiatives to promote higher student achievement and engagement in numeracy and literacy learning. Critical indicators of preschool numeracy and literacy were identified and launched through a nine-week trial across 22 preschool sites. The Leading Numeracy Improvement program for site leaders was also launched and trialed in two local partnerships. DECD's GreatStart website has now been accessed by more than 100 000 visitors and provides over 170 everyday activities for children and carers. More than 126 200 students from 681 schools completed the Premier's Reading Challenge in 2014, more than 95% of all schools in the State.

### Families SA Redesign

Starting from 2012 through the Redesign program, Families SA has been examining its operations, looking at structure, system, processes, workforce configuration and practice to deliver future services to meet the changing needs of families and evolving community expectations. Extensive work was conducted in 2014 to build staff confidence, competence and specialised skills. A consistent practice model, Solution Based Casework, continued to be implemented across Families SA.

### Child and Family Health Service

During 2013-14, 18 890 babies received a 'universal contact' visit from the Child and Family Health Service. The Family Home Visiting program has supported 10 204 families since 2004 and in 2013-14, 1670 families were actively involved in the program. During 2013-14, the Universal Neonatal Hearing Service screened 19 345 babies for childhood hearing loss. Parenting SA updated 10 of the 65 Parent Easy Guides for the general community, developed two new PEGs, distributed 232 150 PEGs on request, and distributed 19 733 'Right from the Start' first reading books to new parents in the State.

### Student pathways beyond school

In 2014, 5558 students completed their SACE with a vocational education and training component, (41% of SACE completers). There are now 255 industry pathways programs leading to Certificate III pathways in 106 South Australian secondary schools, with more than 10 000 students enrolled. By the end of 2014, more than 6000 students had successfully commenced Trade Schools for the Future apprenticeships or transitioned to full-time apprenticeships upon leaving school.





# CHAPTER 01

## 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 29 108 people including teachers, school support staff, early childhood 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 38.

## Key education and care functions

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

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

### To provide services that benefit children and families

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

### To lead and manage South Australia's education system

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

### To provide the State's statutory child protection service

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



## Strategic plan – Building a high performing system

### DECD Strategic Plan 2014-2017

The new DECD strategic plan, released in July 2014, outlines six priority areas for improvement over the next four years.

Through this plan DECD aims to strengthen South Australia's public education system, improve health, wellbeing and child safety, increase the engagement of children, families and communities, provide timely access to services, and provide an effective, efficient transparent system.

The key actions in this plan are genuine commitments as a department to the community. The department will measure performance and publicly report on progress – the beginnings of this alignment have already occurred in this year's annual report.

The DECD Strategic Plan 2014-2017 is supported by two detailed companion documents:

- Building a High Performing System is a business improvement plan that sets out critical short-term priorities for lifting the capability, performance, integrity and effectiveness of South Australia's public education and care system over the next two years.
- The plan recognises that all services, especially those in the corporate sphere, should be designed to support day-to-day teaching, care and protection, leadership provided by our staff, and the learning and development of children and young people.
- Families SA Service Plan outlines the changes to the delivery of child protection services aimed at providing practical assistance to families that focus on their strengths, supports and protective factors to ensure that contact with the child protection system adds value to children, young people and their families.

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



## Managing change in DECD

In July 2014, DECD formed the Change Management Unit (CMU), which is charged with overseeing the delivery of the objectives and outcomes of the department's Building a High Performing System business improvement plan. This document outlines the steps to be taken to fulfil the strategic priority of 'Building a better system'.

Building a High Performing System identifies the ways in which DECD will need to change over the short-to-medium term to fulfil the vision set out in the strategic plan. It identifies 13 change priorities needed to lift the standard of service the department provides both within itself and to the community.

The change priorities address a number of recommendations of the 2013 Allen Review regarding communication, workforce development and leadership, and support the ongoing implementation of recommendations made by the Independent Education Inquiry (DeBelle Royal Commission).

The CMU provides project management support and advice for change teams, drawn from expert department field staff. The Building a High Performing System program involves the review of how key functions are currently undertaken, to identify and deliver improvement to the way DECD operates. The CMU is managing more than 20 projects across the department. Some of these had their origins in the Brighter Futures initiative of 2012, while most are more recent.

## Support services and wellbeing – one child, one plan

The DECD Strategic Plan 2014-2017 includes a key action to develop and implement a One Child One Plan initiative to ensure integrated assessment and delivery of services to children and young people with identified needs.

A single plan with rich data and information will make it simpler for service providers to share information and work collaboratively using integrated approaches to ensure positive ongoing change occurs for children and increase staff knowledge and understanding of children's services.

In 2014 the project focused on three major learning plans to assist children and young people with special needs to access, participate in and gain the full benefits of schooling. The three plans are:

- the negotiated education plan (NEP) for students with disabilities
- the individual education plan (IEP) for students in care
- the individual learning plan (ILP) for Aboriginal students.

A successful trial of the One Child One Plan concept was undertaken in schools across the State. The 'design' phase of the One Child One Plan project began in December 2014 and will lead into the 'build' phase of the project.







## Universal and targeted DECD services for families



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

### Our partners

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

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

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

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 130.

## Education and child development (ECD) local partnerships

From the beginning of 2014, the department moved from a regional structure to education and child development (ECD) local partnerships. All government preschools and schools are part of an ECD local partnership.

The 60 ECD local partnerships provide collective responsibility for improved outcomes for all children and young people within and across sites through a range of opportunities, such as:

- providing advice in relation to site improvement plans and strategies in each school and preschool
- identifying shared issues and opportunities for improvement
- providing joint solutions which enable young people to more easily overcome barriers to their learning and better achieve their potential
- promoting good practice
- sharing expertise and using resources to maximise benefits to students within and across sites
- strengthening links with local businesses, services, non-government organisations and local government agencies to provide greater 'wrap around' support for children and young people within a local partnership/community
- enhancing professional development of leaders and staff.

This year has been a transition period with 20 newly appointed education directors providing significant levels of support to establishing and building the 60 ECD local partnerships.

Preschool and school leaders attended a series of training and development sessions throughout 2014 to support this new direction, including the following:

- Collective action: Leadership, culture and authentic accountability (Term 1, 2014)
- Review, improvement and accountability modules (Term 2, 2014)
- DECD strategic plan workshops.

During 2014 each ECD local partnership developed an improvement plan that identified a series of priorities and actions to add value to the improvement plans of each school and preschool.

Over time, leaders' decision-making structures have been modelled and developed to suit the new partnerships, enabling the community to more actively work together in supporting student learning, health and wellbeing and the development of priorities.

## Education and child development local partnerships during 2014

Adelaide – Prospect	Holdfast	Pirie
Anangu Lands	Hollywood Lakes & Gardens	Port Augusta – Quorn
Barossa Valley	Inner West	Port Lincoln
Beach Road	Kangaroo Island	Renmark
Berri & Barmera	Le Fevre Peninsula	River Hub
Blue Lake	Lower Mid North	Salisbury
Campbell	Loxton & Waikerie	Sea & Vines
Central East	Marion Coast	South East Coast & Vines
Central Eyre	Marion Inland	South Valley Precinct
Coorong & Mallee	Mid North Clare	Southern Yorke
Elizabeth	Mitcham Hills	Tatiara – Wrattenbully
Far North	Mitcham Plains	Tea Tree Gully
Far West	Modbury	The Gums
Fleurieu	Montague	Torrens
Flinders	Mount Lofty	Torrens Valley
Golden Way	Murraylands	Uleybury
Goyder & Light	Northern Yorke	Upper Mid North
Greater Gawler	Orion	West Torrens
Greenhill South	Panalatinga	Western Adelaide Shores
Heysen	Peachey	Whyalla

## Regional initiatives at DECD

This section summarises DECD's services and initiatives in regional South Australia and covers the spectrum of public education and child development, child health and child protection services.

### Key service statistics

There are 263 operational government schools located in Regional SA, with an enrolment of some 51 690 students (Term 3, 2014). This represents 31% of the total government school enrolments in the State.

Approximately 33% of students with disabilities are located in regional areas (4957 FTE students in Term 3, 2014). DECD provides a range of special options including special schools, disability units and special classes.

Child and Family Health Services provides support services to families and includes a first contact visit after they bring their baby home. There were 4632 of these visits across regional SA in 2013-14.

There are 11 children's centres currently operating in regional areas. Since 2002, \$60m has been invested in children's centres across the State, bringing together preschool, child health and family support services in the one place to meet the specific needs of local families.

Families SA has a number of grant-funded agreements with non-government service providers for the provision of out-of-home care and family support services in regional areas. These services include residential care, family-based care and family support services.

Approximately 16 000 students travel on DECD-operated or contracted school bus services across the State.

Since 2002 DECD has purchased 102 new buses and has increased from four to 407 (2014) the number of buses with seat belts and air-conditioning (includes both DECD owned and contracted services).

Since 2002, approximately \$249m in major capital works projects have been announced to benefit regional schools and sites. In recent years, this has included:

- the following children's centres for early childhood development and parenting:
  - » the new \$3.5m Goolwa Children's Centre, located adjacent to Goolwa Primary School
  - » the new \$1.1m Port Pirie West Children's Centre
- the \$3.01m Birth-Year 12 redevelopment including the Jamestown Community Children's Centre, which was relocated to the Jamestown Community School site, providing a co-located Birth-Year 12 facility
- the Port Augusta Special School, which relocated adjacent to Flinders View Primary School
- two purpose-built special schools to cater for students with an intellectual and/or physical disability:
  - » the Riverland Special School, located adjacent to Glossop High School's Berri Senior Campus
  - » the Whyalla Special Education Centre, located adjacent to Nicolson Avenue Primary School.

## Services for Aboriginal children and young people

In 2014, there were 9738 FTE Aboriginal students enrolled in government schools in South Australia. In 2014, 50% of Aboriginal student enrolments were in regional and remote areas of the State.

### Aboriginal government school student enrolments by geographical area

Geographical area	2010	2011	2012	2013	2014
Metropolitan	4299.3	4432.9	4611.0	4809.0	5005.3
Provincial	2719.1	2807.5	2924.2	3137.1	3216.5
Remote	437.9	444.0	431.4	460.0	515.4
Very remote	933.9	977.2	1040.1	1048.4	1000.9
<b>Total</b>	<b>8390.2</b>	<b>8661.6</b>	<b>9006.7</b>	<b>9454.5</b>	<b>9738.1</b>

Source: Term 3 DECD School Enrolment Census

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

## School education

As at December 2014 there were 525 government schools in South Australia. Regional schools accounted for 263 (50%) of these. As at Term 3, 2014 there were 166 191 FTE enrolments in South Australian government schools, with regional schools accounting for 51 690 FTE (31%) of the total enrolments.

### Funding for regional schools

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

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

### Education and child development (ECD) local partnerships

The first regional ECD local partnerships to begin the community partnership planning process in 2014 were Whyalla, Port Lincoln, Southern Yorke, Lower Mid North, Greater Gawler, Greenhill South, Campbelltown, and Inner West. In addition to DECD staff, local young people and parents took part in all forums.

### **ICANS – Innovative Community Action Networks**

In 2014, DECD initiated a whole-of-community partnership model, based on the SA Government's Better Together principles, to work with schools to keep young people connected with learning and community. The DECD initiative, Innovative Community Action Networks (ICAN) is available in all regional areas across the State, and supports the most vulnerable children and young people (10-19 years, their families and schools) to address wellbeing and successfully re-engage students in accredited learning and earning pathways.

ICAN has operated in some regional areas since 2005. It has been available in all regional areas since 2012. In 2014, ICANs operated across the following regional areas: Barossa, Eyre, Limestone Coast, Mid North, Murraylands, Yorke, Fleurieu/Kangaroo Island, Far North, Riverland.

Each ICAN area is allocated up to \$100 000 in community partnership grant funding per year.

Between 2007 and 2014 there have been 6215 disengaged students from regional SA supported to re-engage in school and to transition to further education, training or employment pathways. An average 70% of these students are successfully re-engaged in learning or earning pathways each year, with a record of 76.43% of the 2013 flexible learning options (FLO) students re-engaging in 2014.

For more information on ICANS see page 156 (Chapter 6).

### **DECD e-Mentoring program**

Targeted regional students receive weekly online video support and encouragement from a mentor in Adelaide. The e-Mentoring program, a collaboration between DECD and Flinders University, run by the Open Access College, is aimed at lifting students' aspirations for the future and boosting their communication skills and self-esteem.

### **Special services**

Approximately 33% of students with disabilities are in regional areas (4957 FTE students in Term 3, 2014). DECD provides a range of special options (special schools, disability units and special classes) across the State. There are some 53 sites in regional areas that offer specialist programs or facilities for children with a range of disabilities.

### **Support services**

There are eight distinct disciplines that make up the services distributed equitably across the regions. The disciplines are Aboriginal inclusion, attendance, disability, educational psychology, hearing, interagency behaviour support, social work and speech pathology.

### **Better behaviour centres**

Two better behaviour centres are based in country locations (Murray Bridge and Port Lincoln). For details on these centres see page 91 (Chapter 2).

### **Hearing services**

Since 2001, DECD has arranged for hearing specialists to visit the APY Lands three times per year, providing assessments for local children and families. In addition and since 2009, the ATSI Ear and Hearing Screening project, a joint DECD and Riverland Community Health and Riverland Health Aboriginal Team project provides hearing assessments in schools for students in Reception to Year 2, plus training and support for school staff and families.



## Young Mothers program

The Whyalla Young Mothers program operates at the John Eyre High School and provides support to young mothers and pregnant students who are still at school by providing a flexible learning environment that also welcomes their children into a designated suite of rooms at the school.

## Dame Roma Mitchell Scholarship Awards

Dame Roma Mitchell Scholarship Awards provide financial support for Aboriginal students undertaking studies in years 11 and 12 to complete the SACE. Since its inception the scholarship has supported 54 Aboriginal Year 10 students throughout their senior secondary years to achieve their SACE. In 2014, five students from regional and remote areas were recipients of the Dame Roma Mitchell Scholarships. DECD also holds the Chief Executive's Reconciliation Awards, and since 2010, six (60%) of recipients have been from regional SA. For details see page 112.

## Workabout centres

The Workabout Centre model engages Aboriginal young people in educational and employment pathways. One of the two Workabout Centres is located in the far north region, based at Port Augusta Secondary School. In 2014, 56 students participated in the program. For more details see page 50.

## Homework centres

Homework Centres aim to improve the literacy and numeracy skills of Aboriginal students, assist students to participate in, and complete homework, and to support students' study and homework habits. In 2014, there were three homework centres running in identified sites in three regional partnerships across the State, with 50 students engaged in HWCs. For more details see page 52.

## Community engagement

The attendance of Aboriginal students is a major DECD focus. Community and school partnerships address non-attendance through shared responsibility and creating high expectations for Aboriginal student learning outcomes. In 2014, there were 67 Aboriginal parents on school governing councils in remote and regional areas across the State, and 56 Aboriginal Voice committees in regional and remote areas schools. For more details see page 51.

## Aboriginal Programs Assistance Scheme (APAS)

APAS provides funding to regional and remote schools for the employment of tutors to support students in their academic achievements. In 2014, 64 regional and remote schools received APAS funding to support 1454 Aboriginal students in primary and secondary schools. For more details see page 52.

### South Australia Aboriginal Sports Training Academy (SAASTA)

SAASTA sporting and educational program provides Aboriginal secondary students in years 10, 11, and 12 with the skills, opportunities and confidence to achieve in the areas of sport, education, leadership, employment and healthy living.

In 2014, there were 148 Aboriginal students in regional and remote areas across years 10, 11 and 12 enrolled in SAASTA. For more details see page 158.

### Focus Schools program

There are 45 regional and remote focus schools (of a total 82 DECD focus schools). For details on focus schools, see page 40.



## Early childhood services

### Preschools

There are 181 government preschools located in rural, regional and remote communities. For details on preschools, see page 113.

### Child and Family Health Service (CAFHS)

CAFHS provides supports and services to families from multiple sites within regional areas including Ceduna, Port Lincoln, Whyalla, Port Augusta, Port Pirie, Clare, Kadina, Maitland, Minlaton, Mount Gambier, Murray Bridge, Naracoorte, Mount Barker, Loxton, Renmark, Berri, and Waikerie. From these sites, outreach services are provided at multiple other sites including Gabmididi Manoo Children and Family Centre (Whyalla), Curtin Point Children's Centre (Port Lincoln), Early Years Parenting Centre (Port Augusta), Mount Gambier Children's Centre and facilitate Early Parenting and Toddler Groups at the Port Pirie Children's Centre.

Services are provided to the Far North (Oodnadatta, Marla, Mintabee, Maree) through a service agreement with RICE (Remote and Isolated Children's Exercise Inc.). In addition, services are provided to the APY Lands (Pukatja, Amata and Indulkana commenced in 2012, and extended to Mimili in 2013).

South Australian families are offered a 'universal contact visit' after they bring their baby home. In 2013-14, 4632 of these visits were provided across regional SA. For details see page 130.

## Families SA – services in regional South Australia

Regional South Australia is serviced by the Country Care and Protection Services Directorate. For details see page 93.

## DECD governance framework

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

The Central Office governance structure was revised late in 2013 in response to recommendations from both the DeBelle and Allen reports. Further details are available at <https://www.decd.sa.gov.au/sites/g/files/net1261f/decd-governance-framework.pdf>

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

DECD upholds and incorporates the following principles of good governance:

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

The DECD Governance framework has six essential elements:

- Strategy, planning and monitoring
- Effective and appropriate committee structures
- Accountabilities
- Risk management and assurance
- Transparency and disclosure
- Public sector citizenship.

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

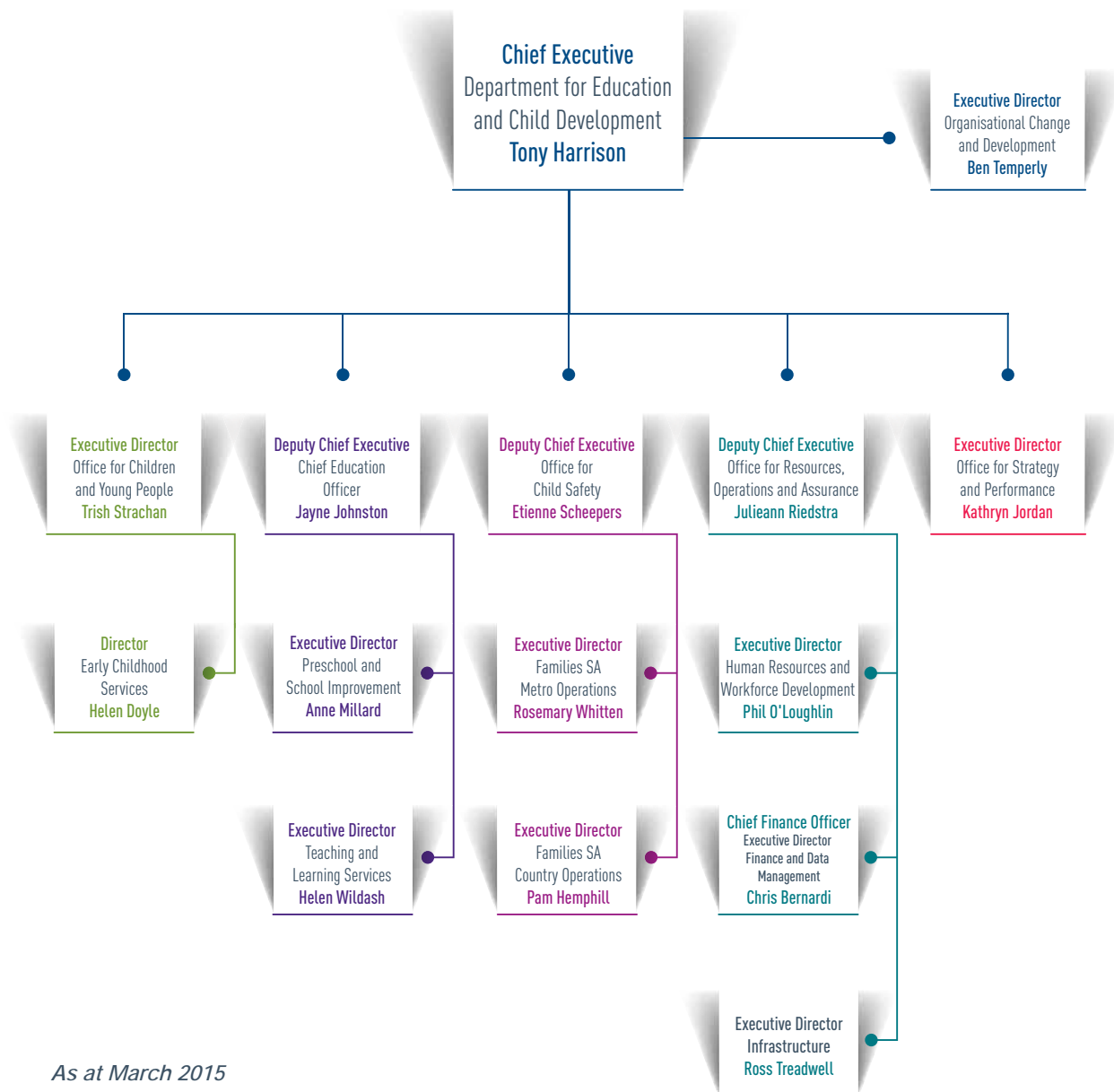
In particular, the DECD Strategic Plan 2014-2017 provides the vision for what the department aims to achieve over the next four years, and describes key strategies that will deliver on the objectives designed to improve outcomes for South Australian children, young people and families.

## Governance structure

DECD has a number of governance committees to advise and support the Chief Executive in discharging responsibilities. Over time, the partnerships between schools, preschools and their local communities will include their own governance structures.

## 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.



As at March 2015

## Legislative responsibilities

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

- *Adoption Act 1988*
- *Adoption Regulations 2004*
- *Child Protection Review (Powers and Immunities) Act 2002*
- *Children's Protection Act 1993*
- *Children's Protection Regulations 2010*
- *Children's Services Act 1985*
- *Children's Services (Appeals) Regulations 2008*
- *Children's Services (Registered Children's Services Centres) Regulations 2003*
- *Commission of Inquiry (Children in State Care and Children on APY Lands) Act 2004*
- *Education Act 1972*
- *Education Regulations 2012*
- *Education and Early Childhood Services (Registration and Standards) Act 2011*
- *Education and Early Childhood Services (Registration and Standards) Regulations 2011*
- *Family and Community Services Act 1972*
- *Family and Community Services Regulations 2009*
- *SACE Board of South Australia Act 1983*
- *SACE Board of South Australia Regulations 2008*
- *Teachers Registration and Standards Act 2004*
- *Teachers Registration and Standards (Election for Board) Regulations 2008*
- *Teachers Registration and Standards Regulations 2008*

## 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)
- Standing Committee on Religious Education.

## Relevant education Ministerial advisory bodies

- Ministerial Advisory Committee: Ethnic Schools Board
- Ministerial Advisory Committee: Students with Disabilities
- Ministerial Advisory Committee: Multicultural Education Committee
- Ministerial Advisory Committee: Planning Committee for Non-Government Schools
- Ministerial Advisory Committee: Advisory Committee on Non-Government Schools
- Youth Advisory Committee (Section 52EA Children's Protection Act 1993)
- Pitjantjatjara Yankuntjatjara Education Committee.

Powers were delegated to the Minister for Education and Child Development by the Minister for Health and Ageing in accordance with the *Administrative Arrangements Act 1994*. The instrument of delegation operates only in relation to the Child and Family Health Service delivered by the Women's and Children's Health Network. These Machinery of Government changes were detailed in the 2012 DECD Annual Report.

# Public accountability

## Strategic priority:



### Build a better system

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 Services 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

The DECD Planning and Reporting framework provides the structure through which the objectives of the department are set and the means of attaining those objectives are determined and resourced. It was endorsed by the senior executive group (SEG) in November 2013, with implementation planned through 2014-2016. It is designed to establish effective management principles throughout the agency, define clear accountabilities, monitor and report on performance, and through this improve outcomes for children, young people and families.

The framework provides a tool to implement the department's strategic plan, and establish effective planning, management and performance monitoring at all levels of DECD. It enables staff to both do their jobs effectively and to monitor and report on their achievements, and aims to answer the questions: "Are we achieving what we intended?" and "Are we making a difference?". The biggest change is that it integrates across the divisions and the layers of the department, importantly including frontline service delivery and support/enabling units. This information will be used to report on performance to internal and external stakeholders, and will be used in the development (as necessary) of preventative and/or intervention initiatives.



# Central Office of the department

## Strategic priority:



### Build a better system

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 child protection, 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, and communications

### 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.

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 MDI also builds on the SA Government's strategic priority, Every Chance for Every Child and contributes directly to the 'Improve health and wellbeing' priority under the DECD Strategic Plan 2014-2017.

The MDI results can be used by schools to inform planning and build connections with children's organisations in the local neighbourhood. The results can also be used by policy makers and researchers to inform policy development and planning at the local, state and national levels.

In 2014, following its 2013 trial the MDI was expanded to include students from Year 6 through to Year 9, with 17 620 South Australian students completing the survey across 194 schools. Provided minimum participation rates were achieved, all participating schools received a report summarising the responses of their students and providing comparison to the overall South Australian cohort results.

### **Data linkage**

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

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

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

DECD, along with other academic and government partners, is also a participant in the ongoing Early Childhood Health and Development Data Linkage project, which aims to explore the effects of early life conditions and experiences on health, development and learning. The project has now reached the significant milestone whereby datasets have been combined and are ready for statistical analysis.

### **Strategic communications**

The department is committed to delivering a long-term strategic approach to improving communications and public relations activities (Change Priority 5 – Communication).

In 2014, this included improvements to the clarity and consistency of information schools and preschools receive from Central Office. A smaller number of reliable internal communication channels have been introduced to make it easier for all staff to access the information they need and eliminate unnecessary communication 'clutter'.

A new intranet was developed in 2014 and launched in January 2015 to provide DECD staff with a single access point to information from anywhere at any time. This new intranet replaces four existing intranets, with a significant reduction in content – from around 45 000 webpages and documents to fewer than 10 000 pages.

The department's public web presence [www.decd.sa.gov.au](http://www.decd.sa.gov.au) has been refreshed and a broader redevelopment of the site has started. A new communications strategy is being developed to guide the department's communications activities into the future.

# State and broader context

## Child development and wellbeing legislation

### Strategic priority:



#### Improve and integrate child safety

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
- seeking feedback on effective local governance.

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

In 2014, the Bill was introduced into Parliament. The Bill was debated and passed in the House of Assembly and introduced in the Legislative Council. Ongoing stakeholder engagement throughout the process resulted in amendments and refinement to the Bill to represent the most robust model.

The timing of passing and enactment of the Bill is subject to the Parliamentary process.



## 90-day project: Joining together to improve social wellbeing for young children

### Strategic priorities:



Improve health and wellbeing



Improve and integrate child safety

The Change@SA 90-Day Renewal Project: *Joining together to improve social wellbeing for young children* aims to improve outcomes for young children within South Australian communities using a concept called 'collective impact'. The collective impact approach aims to harness the commitment of a group of partners from different sectors to develop a common agenda for solving complex social problems using an evidence-based methodology, underpinned by community participation.

The South Australian Government through DECD and the Department for Communities and Social Inclusion (as the key departments supporting children, families and communities), has partnered with newly established organisation Together SA to develop a process for realising the level of social change envisaged for young children.

The 90-day project delivered a range of outcomes that will improve the way cross-sector agencies and communities work together to support positive change for young children. These include the following:

- Investigating the evidence base supporting the collective impact approach and its application to a South Australian context
- Aligning the Results Based Accountability (RBA) framework as the process for assessing collective impact
- Governance arrangements to support the identification and delivery of the collective impact approach for outcomes for young South Australian children
- Identifying opportunities for the three partner organisations to drive internal organisational changes that support a collective impact approach for young children
- A commitment to showcasing the work of the three-way partnership as a flagship demonstration of collective impact to empower other organisations to take a similar approach to other complex social issues.

## Australian Early Development Census

### Strategic priorities:



**Improve health and wellbeing**



**Improve and integrate child safety**

From July 2014, the Australian Early Development Index became known as the Australian Early Development Census (AEDC).

The AEDC provides a measure of children's development during their first full-time year of schooling. National data collections occurred in 2009 and 2012, with the third collection scheduled for 2015.

Because the data is available at a local community level, the AEDC is valuable for communities and governments at all levels in their endeavours to balance universal strategies with targeted support in areas where it is most needed. This has continued to be the case since the release of the 2012 data in April 2013.

For schools, their AEDC school profile information is being used to inform planning, particularly in relation to supporting children's development as part of transitioning to school.

In 2014, the AEDC team continued to support individual communities and schools in understanding their data and identifying pathways to improvement.

The AEDC team worked closely with the Community Partnership Planning team (see over page). By embedding the AEDC data as part of community partnership planning, the ways in which child development can be supported is considered as part of community-driven priorities and shared actions around child development.



## Community partnership planning

### Strategic priorities:



Improve health and wellbeing



Improve and integrate child safety

The purpose of community partnership planning is to help education and child development (ECD) local partnerships to engage with their communities, agencies and service providers in collective actions to achieve measurable improvements for children and young people at the local level.

Bringing together ECD local partnerships with other organisations to build and strengthen local support around families, can and does influence the factors that inhibit and promote learning and life opportunities for children and young people.

The planning process identifies what communities want to achieve, how they will measure it, what needs to be done and whether their actions have worked.

The Community Partnership Planning team facilitated forums with approximately 415 participants representing 202 local agencies (17% of these were children, young people and parents). This included:

- eight planning forums using the *Results-based accountability population accountability plan* – Whyalla, Port Lincoln, Southern Yorke, Greenhill South, Lower Mid North, Campbelltown, Onkaparinga, Gawler
- one planning forum using the *Results-based accountability population accountability plan* with the Inner West
- publishing a community partnership planning resource.



## Child Friendly SA

### Strategic priorities:



**Improve health and wellbeing**



**Improve and integrate child safety**

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

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

The model is based on working collectively at a local level and uses the *Results-based accountability*<sup>TM</sup> model to provide clear and measurable evidence of how outcomes for children have been improved over time. UNICEF will only accredit communities if there is clear evidence of engagement with vulnerable children in their community.

To seek UNICEF Australia child friendly cities recognition, communities work towards six aspirational community goals, mapped directly to the United Nations Convention on the Rights of the Child. The six Child Friendly SA community goals focus on children's active participation, safety, health and wellbeing, education, belonging and wellbeing, and play and leisure.

The pilot implementation phase of Child Friendly SA is 2014-15. The three communities of Campbelltown, Gawler and Onkaparinga are testing the draft implementation framework. The goal is that these communities become recognised as the first Child Friendly Communities by UNICEF Australia during Children's Week 2015.

## Child Protection Systems Royal Commission

In August 2014, the Premier announced the establishment of the Child Protection Systems Royal Commission in response to concerns raised about the effectiveness of the State's child protection system to ensure the safety of children at risk of harm, including children who have been removed from their families and placed under the Minister's custody and/or guardianship.

Former Supreme Court Justice, the Honourable Margaret Nyland AM, was appointed as Royal Commissioner to investigate the safety and welfare of 'at risk' children.

The terms of reference direct the Royal Commission to inquire into the adequacy of the legislation governing the State's child protection system, and of the policies, practices and procedures of the State's child protection authorities and other government and non-government organisations charged with the care and protection of children deemed at risk of harm.

The inquiry will include consideration of, but is not limited to, the following matters:

- The means by which a child who may be at risk of harm is brought to the attention of relevant authorities
- The assessment, by relevant authorities, as to whether a child is at risk of harm
- The assessment, by relevant authorities, about whether to remove, or not to remove, a child from the custody and care of their guardians and to place the child in the custody and / or under the guardianship of the Minister
- Whether the environment into which a child is placed, either on a short-term or long-term basis, is safe

- The assessment, by relevant authorities, of persons who work and volunteer with children in the custody and/or under the guardianship of the Minister
- Management, training, supervision and ongoing oversight of persons who work and volunteer with children in the custody and/or under the guardianship of the Minister
- The reporting of, investigation of and handling of complaints about care concerns, abuse or neglect of children cared for in the custody and/or under the guardianship of the Minister.

Visit [www.childprotectionroyalcommission.sa.gov.au](http://www.childprotectionroyalcommission.sa.gov.au) for updates on the progress of the Royal Commission or call 1800 826 866.

There is also a Royal Commission into Institutional Responses to Child Sexual Abuse conducted by the Australian Government.

## 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.

The department accepted all recommendations of the review and is finalising the implementation of these in 2015. The full report is available at

[https://www.decd.sa.gov.au/sites/g/files/net1261/f/peter\\_allen\\_review\\_of\\_decd.pdf](https://www.decd.sa.gov.au/sites/g/files/net1261/f/peter_allen_review_of_decd.pdf)



## Public education and care in SA

### Education and Early Childhood Services Registration and Standards Board of SA

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

To read the board's annual report visit [www.eecrsb.sa.gov.au/publications/](http://www.eecrsb.sa.gov.au/publications/)

### 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. See page 50 for details. South Australia is the domain lead for *Readiness for school* under the ATSIEAP.

### Public education as a social service

Public education is a key contributor to developing a democratic, equitable, prosperous and cohesive society for our State now and into the future. Public education in South Australia is made up of more than 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 50.

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

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

DECD is the lead agency for education and early childhood, which has 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 an Australian Tertiary Admissions Rank (ATAR) 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.

## Other SASP targets

The department also contributes to various other goals identified in the strategic plan eg, 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.

More details on SASP targets can be found within the body of this report.

## SASP targets

Target	Current status	Pg No.
<b>Target 12:</b> Early Childhood – Increase the proportion of children developing well	The Australian Early Developmental Census (AEDC) is collected nationally every three years. It was formerly known as the Australian Early Development Index. In 2012, South Australia reported 23.7% as developmentally vulnerable on one or more domains of the AEDC – a higher proportion than the 2009 baseline year (22.8%). Nationally, 22% of children were reported as developmentally vulnerable on one or more domains of the AEDC. In 2012, 51.4% South Australian Aboriginal children were reported as developmentally vulnerable on one or more domains of the AEDC. This was an increase of 1.7% compared with the 2009 baseline year. Nationally, 43.2% of Aboriginal children were reported as developmentally vulnerable on one or more domains of the AEDC.	29
<b>Target 14:</b> 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	There has been continual improvement in the percentage of children reading at an age-appropriate level by the end of Year 1 since 2009. In 2013, 74.5% of children had attained this level.  A further increase of 0.2% is required in 2014 to achieve the 2014 target of 74.7%. (Note: 2014 data was not available at time of reporting)	71
<b>Target 15:</b> Aboriginal education – early years – increase yearly the proportion of Aboriginal children reading at age-appropriate levels at the end of Year 1	Since 2009 there has been a continued annual increase in the proportion of Aboriginal children reading at age-appropriate levels at the end of Year 1. In 2013, 40.8% were reading at age-appropriate levels, an increase of 3.8% from the previous year.	50 71
<b>Target 27:</b> Understanding of Aboriginal culture – Aboriginal cultural studies included in school curriculum by 2016 with involvement of Aboriginal people in design and delivery	In 2009 (the baseline year), Aboriginal cultural studies was part of the curriculum in 41% of the (then) 588 public schools operated by DECD. This is comparable with the 2012 level of 40%. Aboriginal cultural studies curriculum material was developed under the oversight of a steering committee of the DECD, which includes representative of the Association of Independent Schools and the Catholic Education Office.	52



Target	Current status	Pg No.
<b>Target 87:</b> By 2020, for reading, writing and numeracy; increase by five percentage points the proportion of South Australian students who achieve: <ul style="list-style-type: none"> <li>↘ above the national minimum standard</li> <li>↘ in the higher proficiency bands</li> </ul>	<p>The proportion of South Australian students above the reading, writing and numeracy national minimum standard for years 3, 5, 7 and 9 has essentially remained static for all years. However, in 2014, only Year 5 numeracy is currently at the target improvement level of five percentage points but, as with other year levels, this is likely to fluctuate by 3-4% (up or down) over the next few years.</p> <p>The higher proficiency bands component of the target was included in SASP for the first time in 2011. For most year levels the proportion of South Australian students in the NAPLAN higher proficiency bands, in reading, writing and numeracy fluctuated annually between 2011 (base year) and 2014.</p> <p>Year 3 reading and numeracy (higher proficiency bands – HB) results improved by 3 and 4 percentage points respectively, while writing declined by 6 percentage points between 2011 and 2014.</p> <p>Reading (HB) results improved in years 7 and 9, and Year 5 reading results reached the target with a 5 percentage point increase from 2011. Writing (HB) results for years 3, 5, 7 and 9 declined from 2011 to 2014, with a large decline in Year 7 writing of 8 percentage points. Numeracy (HB) results for years 5, 7 and 9 remained relatively static from 2011 to 2014. NB: ACARA has indicated that test factors for writing have seen decreased results nationally for all year levels and does not consider that the decline in NAPLAN writing results represents an overall decline in writing standards.</p>	140 148
<b>Target 88:</b> Science and Maths – by 2020, increase by 15% the number of students receiving a Australian Tertiary Admission Rank (ATAR) or equivalent with at least one of the following subjects: mathematics, physics or chemistry	In 2011, the additional mathematics subjects 'mathematical methods' and 'specialist mathematics' were introduced into the South Australian Certificate of Education (SACE) and included in the subjects recognised for Australian Tertiary Admission Rank (ATAR) attainment. This has seen, on average, an additional 550 students per year gain their ATAR with a mathematics subject. In 2014 an additional 605 students attained an ATAR with a mathematics subject. Since 2003, the number of students receiving an ATAR with at least one of the subjects of mathematics, physics or chemistry has increased from 3973 to 4092 in 2014 – an increase of 119 students. Since 2009, there has been upward trend in student numbers completing subjects in mathematics, physics or chemistry as part of their ATAR and the target of 4572 by 2020 is considered within reach.	75
<b>Target 89:</b> SACE or equivalent – Increase yearly the proportion of 15-19 year olds who achieve the SACE or comparable senior secondary qualification	The proportion of 15-19-year-old South Australians who have completed the South Australian Certificate of Education (SACE) or comparable senior secondary qualification increased from 62.6% in 2005 (the base year) to 84.0% in 2013, an improvement of 21.4 percentage points. Significant improvement has been made since 2010, which saw a 12.5 percentage point improvement to 2013. In 2011 the 'New SACE' was introduced to South Australia by the SACE Board, which has contributed to the recent increases.	150

\* Note: There is a delay in receiving data for each year and by the time of publishing this annual report, some 2014 data was not yet available.

## Supporting national objectives

During 2014 DECD continued to implement a number of education-based and child protection-based national partnership agreements and national initiatives for early childhood and schooling. These were agreed by the Council of Australian Governments (COAG) in previous years:

- Australian Curriculum
- Early Childhood Education [Universal Access]
- Empowering Local Schools
- Improving Literacy and Numeracy
- Indigenous Early Childhood Development
- Investing in Focus Schools
- 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
- National Solar Schools Program
- Rewards for Great Teachers
- SA Advanced Technology Industry – School Pathways Program
- Trade Training Centres in School Programs.

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

### Australian Curriculum

Implementation of the Australian Curriculum is part of the national education reform agenda and contributes to realising DECD's vision to be a high performing system that improves the educational attainment and wellbeing of South Australia's children and young people. For details see page 66 (Chapter 2).

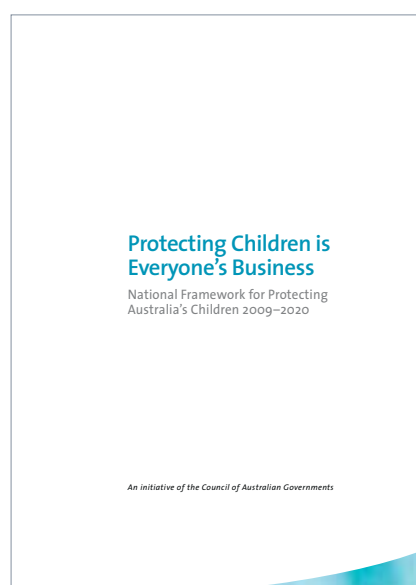


## Protecting Children is Everyone's Business: National Framework for Protecting Australia's Children 2009-2020

The National Framework for Protecting Australia's Children is a collaborative undertaking between the Commonwealth, State and Territory governments and a coalition of non-government organisations to improve the safety and wellbeing of Australia's children.

The national framework endorsed in April 2009 by the Council of Australian Governments (COAG), is being delivered through a series of three-year action plans extending to 2020.

The second three-year action plan commenced in 2012 with themes 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.



### Achievements in 2014:

- Improved guidance for health assessments and interventions for children and young people in out-of-home-care, including mapping access to health professionals and coordinated implementation of the National Clinical Assessment Framework for Children and Young People in Out of Home Care.
- Continued work regarding implementation of the National Standards for Out-of-Home-Care. This includes preparations for the first national survey on the views and experiences of children and young people (aged 8-17 years) in out-of-home-care for reporting in 2015.
- Enhanced child and family sensitive practice in relevant adult services. Delivery of nation-wide training by the Building Capacity Building Bridges project, including in South Australian locations, assisted in building workforce capacity and opportunities for inter-agency collaboration to support vulnerable families and children.
- Ongoing promotion of 'child aware' approaches that 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.

## Investing in Focus Schools National Partnership

The final report for this national partnership was submitted to the Australian Government in June 2014.

South Australia received \$2.4 million for this national partnership and 27 government schools participated through a network of schools known as 'clusters', rather than individual schools in the project, to support a whole-of-town/community approach.

The funding assisted educators to meet the needs of Aboriginal children and young people and accelerated improvements in educational outcomes. More than 1400 students benefitted from the aims of the project.

In support of the Aboriginal and Torres Strait Islander Education Action Plan 2010-2014, the focus of the project was on improved attendance, classroom engagement and educational achievement in literacy and numeracy.

The cluster approach aimed for higher-performing schools collaborating with lower-performing schools to support improvements in all the above areas. Data from 2011-2013 on performance outcomes for these focus schools indicated:

- that students with individual learning plans increased from 64% in 2011 to 88% in 2013
- an increase in attendance rates for Aboriginal students in the project in both primary and secondary year levels, with the greatest decrease in the gap between Aboriginal and non-Aboriginal students in secondary year levels
- increases in the NAPLAN percentage at or above national minimum standard for Aboriginal students in 11 out of the 12 outcomes areas
- that the gap between Aboriginal and non-Aboriginal students in the NAPLAN decreased above all year levels and aspects for students.

The Investing in Focus Schools national partnership highlighted the key role that school and community partnership agreements play in improving learning outcomes being achieved. It also resulted in more Aboriginal parents participating on school governing councils.



## More Support for Students with Disabilities National Partnership

This partnership has nine strategies aimed at developing the capacity of schools and teachers to support students with disabilities.

The 2014 benchmarks for all strategies were achieved or exceeded, with the following details noted:

- 2746 participants completed 3374 online courses (*Understanding Autistic spectrum disorder, Understanding dyslexia and significant difficulties in reading, Inclusion of learners with speech, language and communication needs, and Understanding motor coordination difficulties*)
- 82 course participants were trained as tutors for online training courses
- 9130 school leaders, teachers, school services officers, Central Office staff and regional personnel undertook the *Disability Standards of Education 2005* online training educational leadership modules
- 1110 attendees participated in three statewide conferences and workshops on *Differentiation and engagement strategies for challenging students*
- 110 teachers and school leaders attended training on *Implementing a structured teaching approach for students with ASD*.

## Nationally consistent collection of data on school students with disability

Having nationally consistent data on school students with a disability is a critical component of the broader national education reform agenda. The national reform agenda includes the review of the Disability Standards for Education, development of the Australian Curriculum and Early Years Learning framework, a funding review and the introduction of the National Disability Insurance Scheme.

The data collection process is being phased in over a three-year period in 2013-2015, with 33% (180) of South Australian government schools participating in the first year of implementation.

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.

In 2014, 60% (323) of sites participated in the collection and, from 2015, this data collection will occur in every school, along with other school data collections.

# The role of schools and preschools

## Strategic priority:



### Build a better system

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 14 000 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 meant that from 2014, the start date for school for all children was 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 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 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 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 government schools and it is the basis of educational programs provided by schools to students from Reception to Year 10. Students are taught in a range of class settings, including composite and multi-age classes.

The Australian Curriculum covers 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. For more details on the Australian Curriculum, see page 66 (Chapter 2).

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

Year 11 and 12 education in the South Australian school system is designed to support students and personalise their learning towards their pathways to further learning and work. Vocational education and training (VET) is offered in many government schools for students to gain work experience and industry skills while still at school (see page 154).

The South Australian Certificate of Education (SACE) can be undertaken over two or more years and can include a range of 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. Compulsory requirements include the personal learning plan, literacy, numeracy, research project, 60 credits of Stage 2 subjects or recognised VET, and 200 credits overall.

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 certificate used by South Australian students for entry to TAFE and university courses here, interstate and overseas. For information about SACE completion, see page 150 or visit [www.sace.sa.edu.au](http://www.sace.sa.edu.au).



# International education

## Strategic priorities:



**Higher standards of learning achievement**



**Build a better system**

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 accredited South Australian government schools, and arranging customised 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 regulates 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 goal and target from South Australia's Strategic Plan:

- Goal – South Australia is renowned as an educational leader
- Target – 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).

Following the highs of 2008 and 2009, international education in Australia was hit with a severe downturn in numbers of international students from 2010 as a result of:

- the strength of the Australian dollar
- the rapidity and magnitude of changes to Australia's migration and student visa policy settings
- damage to Australia's reputation flowing from international students' safety
- bad publicity from provider closures
- the effects of the global financial crisis and increased competition from international education providers in other countries.

Since returning to growth in 2013, South Australian government schools are on track to sustain international student numbers (on student visas) with the top three source countries being China, Japan and Korea.

International student enrolments (South Australian government schools on student visas) are steady with 1117 as at November 2014 (compared with 1133 in November 2013).

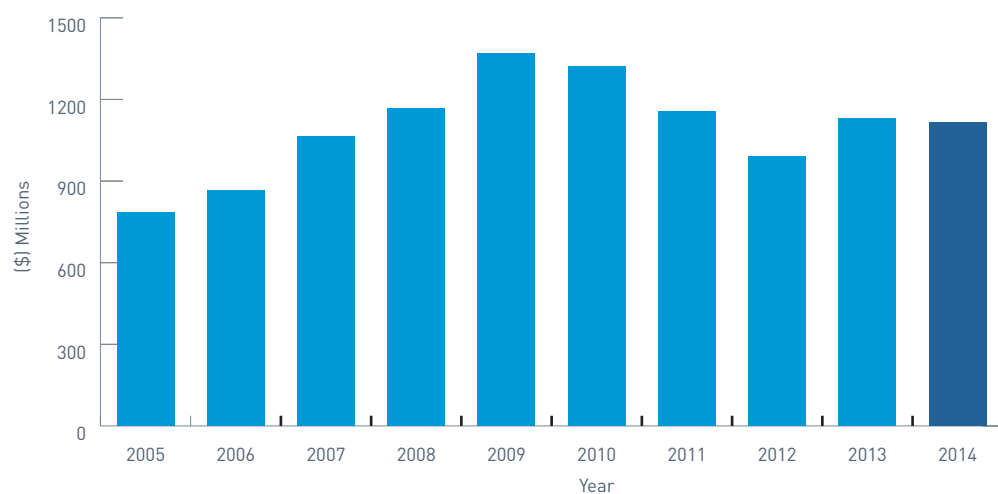
National market share for international student enrolments (South Australian government schools on student visas) was 9.6% as at November 2014 (compared with 10.4% in November 2013).

In addition, South Australian government schools welcomed over 350 international students on tourist visas (studying for a maximum of three months) during 2014 (+17% on 2013). These shorter study blocks, focused on cultural and language immersion experiences, is where recent growth has been experienced.

Study tours have continued to grow with 1784 overseas students participating in study tour visits (usually 2-4 weeks in duration) to South Australian government schools. This was an increase of +5.6% on the number of participants in 2013 and equates to more than 21 720 visitor nights, making a significant contribution to the State tourism numbers, particularly during the quieter months of May-August.

The graph below shows the number of international student enrolments (student visas) in South Australian government schools from 2005-2014.

#### International student enrolments (student visas) in South Australian government schools from 2005-2014



Source: November 2014 AEI statistics

\* 2014 numbers only include enrolments YTD November 2014 (as this is the latest AEI data currently available), whilst 2005 – 2013 represent full-year results

## School enrolments and attendance

South Australia has identified the preschool and school attendance of students as a major focus. DECD recognises that enrolment and attendance of a child at school are protective factors through which the department can support and promote a child's educational achievement and wellbeing. Every day that children and young people from high-risk or vulnerable circumstances attend school they are:

- protected from adverse home circumstances
- observing and learning positive life skills
- increasing the chance that their needs will be recognised and responded to.

The key message about attendance promoted through the mandated Responding to Abuse and Neglect – Education and Care (RAN-EC) training is 'in sight, on site, on track'.

The causes of student absences are diverse and are continually evolving. Due to the complex nature of student attendance, the department acknowledges there is no simple or 'one size fits all' approach to attendance improvement. Solutions to improving student attendance are multifaceted and are underpinned by behavioural change in schools, families and communities. Many of these issues require complex strategies where the student is central to all solutions, but success is often dependent on external variables.

All government schools are subject to performance standards for attendance that require them to implement an attendance improvement plan in collaboration with the whole school community. Each school's plan describes the site targets for attendance, documents strategies to achieve the outcomes, and analyses attendance data to inform strategies to continually improve attendance rates.

A range of technology including LearnLink, the Student Attendance and Behaviour Management Datamart and the Student Support System are available to assist teachers to effectively track, support, monitor and analyse attendance at a site and individual student level. Different alerts are also available within these technologies to further assist in the identification of students who are not attending school.

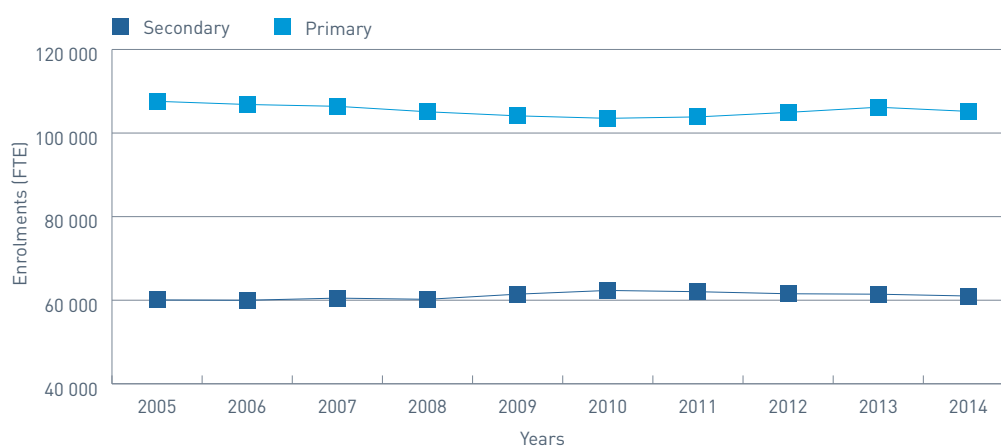
DECD has a suite of responses, including case management support and interagency responses with other agencies, to address the issues that result in student non-attendance. This includes 22 student attendance counsellors who work across the partnerships, and are part of a multidisciplinary support service team incorporating a range of specialist services. The attendance counsellors have a range of priorities that include early intervention and promote 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. For example, some schools may need help developing attendance improvement plans or reviewing school processes to monitor and follow-up attendance.



DECD recognises the importance of community and school partnerships in addressing non-attendance through shared responsibility, and of creating high expectations for student learning outcomes. Research demonstrates that attendance improves when parents and schools work together to monitor and promote good attendance and address hurdles that keep children and young people from getting to school.

The South Australian Government is also participating in programs in 12 remote communities in our State to fulfil COAG's agreement to improve school attendance of Aboriginal children through the Remote School Attendance strategy. This strategy includes a partnership between the Australian Government, state and territory governments, schools, the Remote Jobs and Communities Programme (and other employment providers), and remote Aboriginal communities to enhance existing school attendance projects and initiatives.



**Enrolments (FTE) South Australian government schools, Term 3, 2005-2014****Enrolments (FTE) – Aboriginal students in South Australian government schools, Term 3, 2005-2014**

Source: DECD Term 3 School Enrolment Census 2005-2014

## Strategies to engage and support Aboriginal students in public education

### Strategic priorities:



Higher standards of learning achievement



Improve health and wellbeing

The need to accelerate improved outcomes for Aboriginal children and students is a State priority and is clearly articulated in South Australia's Strategic Plan (SASP). The department implements a number of strategies to engage and support Aboriginal children and students to achieve high quality learning outcomes.

### Aboriginal and Torres Strait Islander Education Action Plan 2010-2014 (ATSIEAP)

The ATSIEAP is a national plan that commits all governments in Australia to a unified approach to *Closing the gap* in education outcomes between Aboriginal and non-Aboriginal students. The plan identifies 55 national, systemic and local level actions in six priority domains:

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

These priorities and actions have guided efforts over the five-year period to the end of 2014. In addition to the actions nominated for each level, the plan detailed 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'.

Eighty-two government schools ('focus schools') were 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 responded 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 information about the national partnership on focus schools, see page 40.

## Aboriginal staffing to support education outcomes

In 2014 DECD provided resources in a number of ways to support improving educational outcomes of Aboriginal students. These included employing Aboriginal cultural consultants, Aboriginal education teachers, Aboriginal community education managers, Aboriginal inclusion officers, Aboriginal secondary education transition officers and Aboriginal community education officers.

## Community engagement

School attendance of Aboriginal students is a major focus for DECD and we prioritise community and school partnerships to address non-attendance through shared responsibility and creating high expectations for Aboriginal student learning outcomes.

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

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

In 2014 there were 74 Aboriginal parents on school governing councils across the State, and 56 Aboriginal Voice committees in schools across the State that met regularly.

The ATSIEAP identifies the development of local school-community partnership agreements as a priority action. These agreements are developed between Aboriginal parents and communities to improve Aboriginal students' educational outcomes and effective working relationships.

Every South Australian government focus school has participated in discussions with Aboriginal parents and caregivers on starting school community partnerships. In 2014, an additional 17 ATSIEAP focus schools started negotiations on the development of a school community partnership agreement, bringing the total number of focus schools that have commenced negotiations since 2011 to 62 schools. Seven focus schools completed negotiations in 2014 bringing the total number of partnerships developed since 2011 to 31 focus schools.

## Aboriginal cultural studies

Target 27 of South Australian 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 studies curriculum resource* is aligned to the Australian Curriculum learning areas English, science, mathematics and history. This curriculum resource assists teachers to integrate an Aboriginal perspective into the curriculum learning areas. The number of teachers registered on the DECD sites where the resource is available has increased from approximately 800 in 2013 to 3200 in 2014.

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 2014, five Aboriginal cultural consultants (ACC) were employed to lead the implementation of Aboriginal cultural studies in the curriculum.

## Aboriginal Programs Assistance Scheme (APAS)

APAS provides funding to schools for the employment of tutors to support students in their academic achievements. In 2014, APAS operated as an early intervention model. Funding was provided with the aim of improving Aboriginal student literacy and numeracy outcomes, attendance and retention, SACE completion, and parent and community engagement.

In 2014, 367 schools received APAS funding to support 3030 Aboriginal students in primary and secondary schools in South Australia.

## Homework centres

Funding for homework centres (HWCs) is provided to approved sites. HWCs provide a supervised after-school environment that encourages Aboriginal students to complete their homework and to study. The HWCs are supervised by qualified teachers or school staff and people from the local Aboriginal community.

Homework centres also aim to support capacity building with parents and community and to encourage parents to engage in learning with their children.

In 2014, there were 12 homework centres running in 12 partnerships across the State. During 2014, 386 students were engaged in homework centres and there were 62 teachers, community people/parents involved in the centres.

## Reconciliation

In 2014 DECD continued to act as a representative on the Reconciliation SA Education Steering Committee. The department supports Reconciliation SA in promoting, and assisting with facilitation of reconciliation activities and events throughout the year including Schools Congress meetings, the provision of reconciliation activity grants, and the development of Central Office and school-based reconciliation action plans. The national reconciliation theme for 2014 was *Combating racism*.

In 2014 DECD started implementing a Reconciliation Action Plan (RAP). The plan outlines the strategic approach of the department towards embedding sustainable opportunities under the following domains:

- Relationships
- Respect
- Opportunities
- Tracking progress and reporting.

DECD has engaged with Reconciliation Australia to help with the development of an online tool for schools to develop and produce their own RAP. This four-year plan will be focused primarily towards non-Indigenous teachers, and will assist them to meet Australian Curriculum requirements as well as the Australian Professional Standards for Teachers.



# Supporting students with disabilities and special needs

## Strategic priorities:



Higher standards of learning achievement



Improve health and wellbeing

## Special options

'Special options' (special classes, disability units, centres for hearing impaired, Autism units and special schools) are specialised educational settings that cater for the learning needs of students with disability. As the learning needs of students with disability have become more complex, the demand for special options has increased, particularly in Adelaide's northern and southern metropolitan areas.

### Achievements in 2014:

In response to increased demand, DECD planned to ensure the following new facilities will be established in 2015:

- ✎ Junior primary special class at Forbes Primary School
- ✎ Primary special class at Meningie Area School
- ✎ Secondary special classes at Kadina Memorial, Willunga and Elizabeth-Fremont High Schools
- ✎ An additional class at the Para Hills Secondary School Disability Unit
- ✎ Primary disability unit at Seaford Rise Primary School.



## Overview of support for children and students with disability

The department has a range of provisions to assist children and students with disability or additional needs in preschools and schools:

- Additional funding provided to preschools/schools to support children and students with disability and/or learning difficulties via the Preschool Support program, the Preschool Speech and Language program, the Inclusive Preschool program or the Disability Support program
- Statewide policy direction, advice and professional support to regional and school staff regarding children and students with disability and/or learning difficulties
- Special Education Resource Unit (SERU) provides advice, support and resources to school staff, parents and carers
- DECD regional support services staff provide visiting services to preschools and schools, including speech pathology, educational psychology, hearing and vision support, social work, behaviour support, attendance and disability support
- Outreach services such as Kilparrin, SA School for Vision Impaired, The Briars Early Intervention Consultancy Service, and Adelaide West Special Education Centre, assist schools with programming support.

### Preschool support program

This program supports the inclusion of children with a disability or additional needs to successfully participate in their local mainstream preschool. For details see page 136 (Chapter 4).



## Disability supports

For some students with a disability, schools require additional support to provide the programs and curriculum adjustments needed to achieve the student's negotiated learning outcomes.

In 2014, 14 883 students in primary and secondary schools were verified with one of seven recognised disabilities within the DECD Disability Support program. Children and students with a disability currently account for 8.9% 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 (*Source: DECD Census data*).

In 2014, DECD completed a statewide review of Disability Support program funding, with a revised funding reform strategy planned for implementation in 2015. During the year there was a focus on mental health and disability, with awareness raising and capacity building of regional and site staff. A new DECD *Children and students with disability* policy was approved for public consultation in August 2014.

A total of \$154 million in 2014 was allocated to DECD settings as part of the program. This comprised \$13 million in learning difficulties grants to government schools to support each site's whole-school literacy and numeracy plan. Seven new Inclusive Preschool programs were established to cater for children with severe and multiple disabilities, Autism Spectrum Disorder, Global Developmental Delay and/or complex health needs. These programs were funded to the end of 2014 by the National Partnership Agreement on Early Childhood Education.

The department also undertook 25 facility modifications and upgrades in preschools and schools to support children and students with special needs and/or disability.

The South Australian School for Vision Impaired (SASVI) is a specialist school and a statewide service that provides equitable access and participation for students with significant vision impairment through highly specialised programs and teaching strategies to enable increased access to the Australian Curriculum at age-appropriate levels of attainment.

SASVI's Statewide Support Service supported 210 children and students with vision impairment in 2014, in government, Catholic and independent schools in metropolitan and country areas.

Thirty students attended SASVI on site at Park Holme. A further 10 students accessed outreach programs at Charles Campbell College, and another seven accessed programs via Seaview High School.

The national partnership initiative More Equipment for Students with Vision Impairment enabled students with vision impairment across the State to be assessed, to trial specialised equipment and to use the most effective assistive technology to further improve their access to curriculum.

Special Education Resource Unit (SERU) 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. As a result of a policy and practice review there was a continuing increase in 2014 of 543 SERU clients, which created a new total of 7051.

Through SERU, a Conductive Education program operated in 2014 for children aged six months old through to secondary school age who have significant physical disabilities. The program serviced 69 children across South Australia.

SERU's Communication Support Service supports students with severe speech and/or language issues and provides professional support to teachers and school support staff about intervention strategies and curriculum support materials. Sixty students received targeted support to address specific language impairment and 28 students received transition support to return to mainstream settings.

SERU's Early Intervention Hearing Impairment Service is a family-centred intervention service for babies and children from 0-5 years delivered in homes, childcare or preschool settings. A total of 88 families were supported to implement targeted intervention programs, 28 children received an individual speech pathology service and project officers provided 22 professional development sessions/workshops to regional hearing services coordinators and early childhood settings.

Nineteen Soundfield systems were installed in preschool sites and eight acoustic assessments were undertaken in DECD kindergartens.

SERU's Inclusive Technology Service supports educators, parents/carers and service providers to implement communication and inclusive learning technologies. One hundred and two workshops were delivered at SERU and in sites with 1603 attendees, 44 laptops and 274 inclusive technology items were loaned for child/student use in 2014. High parent demand for advice about emerging technologies has resulted in the development of a family consultation service – 21 families accessed this service in 2014.

SERU held 29 workshops, engaging 368 participants. The tenth annual Special Education Expo was also held in Adelaide over three days, with 64 workshops and 628 participants in attendance.

SERU also provided 666 school and regional staff with professional support, plus 52 students received targeted support and a further 34 students received transition support.

DECD preschools and schools loaned 918 specialised items to support the access and attendance of children and students with physical disabilities or personal care needs. Eighty-seven sound field systems were also trialled in a number of DECD sites.

The department's Transport Assistance program supported 1613 students to travel to and from school by taxi, access cab or bus to attend a DECD Special Option facility, plus 904 families received car reimbursement and 62 students received a public transport grant to travel by public transport.

## Autism intervention program

The Autism Intervention program is in its second year of operation and works in partnership with families to address key areas of challenge for students in their ability to access the curriculum.

The program uses the Ziggurat Model and Comprehensive Autism Planning System (CAPS) to establish clear goals with students and their family. The CAPS provides a framework for adjustments to curriculum to be made throughout every school day.

In July 2014, additional specialist training was provided to all program staff, DECD educational psychologists, speech pathologists and disability coordinators involved in preparing enrolment packages for the Autism Intervention program.

## Transition centres

Daws Road and Prospect 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. For details see page 162 (Chapter 6).



## Support for children and students with impaired hearing

A range of programs support children and students with impaired hearing to have equitable access and participation in a quality education. These include an early intervention service, specialist centres, acoustically treated spaces, regional support staff and additional funding support.

During 2014, professional development was provided for staff supporting deaf and hard of hearing children and students. This included training with national speakers on Social Inclusion (University of Newcastle), Cochlear implants (Queensland Health), Assessing Reading of Signing Deaf Children (Queensland Department of Education), Conductive Hearing Loss (Aboriginal Health Council), Deaf Studies (University of Newcastle).

Other training provided in 2014 included:

- 19 teachers studying a Masters in Special Education (Deaf and Hard of Hearing Specialisation) with the University of Newcastle
- 17 hearing service coordinators completing audiometry training with Flinders University, and now providing hearing screenings in schools.

The Otitis Media project with Flinders University continued to assess the hearing of Aboriginal students in the metropolitan area. Since inception in 2006, this project has assessed the hearing of 4000 students – 22% of whom have been found to have hearing outside the norm.

A new program supporting Aboriginal children with impaired hearing was introduced in the Kalaya Children's Centre. In addition to monitoring hearing, this Inclusive Preschool program provided intensive speech and language development for the children at Kalaya, with an outreach program to four surrounding preschools.

A trial of live captioning was conducted at the Adelaide Centre for Hearing Impaired with The Captioning Studio delivering captions of the teacher's instruction to the class. An evaluation of the process will assess if captions provide deaf students with improved curriculum access.

## Kilparrin teaching and assessment school and services

Kilparrin provides on-site preschool and school programs and a statewide support service for students with sensory impairment (vision and/or hearing) and additional disabilities. Kilparrin support staff are registered teachers with specific qualifications in the areas of vision and/or hearing. Eligible children may attend up to five half-day sessions per week and full-time from the age of five. Support for babies and young children is provided in homes and centres.

All students at Kilparrin School have a negotiated education plan that describes the adaptations and accommodations for individual students. The teaching of literacy at Kilparrin uses a balanced approach where students learn explicit strategies for reading, writing and working with words.

Kilparrin teachers are deployed across the State to support teachers in meeting the educational needs of learners with sensory impairment (vision and/or hearing) and additional disabilities.

In 2014 there were 28 students enrolled in the school program and one child in the Early Learning Centre. Support was offered across the State.



CHAPTER  
02

**Public education programs**  
for children and young people:  
**Reception-Year 12**

## Executive summary

### Teaching for effective learning framework

Since 2011, 38 500 copies of the TfEL DVD and framework guide have been distributed across South Australian government schools. During 2014 1800 South Australian teachers voluntarily registered to use the TfEL Compass, an online professional learning tool. The TfEL team explicitly worked towards 'TfEL in every classroom' by conducting professional development and creating resources for teachers and leaders.

### Improvement and accountability framework

The *Improvement and accountability* policy for preschools and schools was updated and an external school review process was developed to start in 2015. Over a four-year period, all government schools will be externally reviewed as well as taking part in regular self-review processes.

### Numeracy and literacy initiatives

Work in 2014 focused on future initiatives to promote higher student achievement and engagement in numeracy and literacy learning. This included an extensive research and consultation process to identify critical indicators of preschool numeracy and literacy. The indicators were launched through a nine-week trial across 22 preschool sites and will be implemented in preschool sites in 2016. DECD's GreatStart website has now been accessed by more than 100 000 visitors and provides over 170 everyday activities for children and carers. More than 126 200 students from 681 schools completed the Premier's Reading Challenge in 2014, more than 95% of all schools in the State.

### Science, technology, engineering and mathematics strategy

During 2014 DECD consolidated a STEM strategy that aligns and reflects work with the Investing in Science Action Plan and continued to foster strategic partnerships with a range of external stakeholders to achieve the STEM target in South Australia's Strategic Plan.

### Child protection curriculum in schools and preschools

During 2014 the revised Keeping Safe: Child Protection Curriculum was released to schools and preschools, along with an online update training course. During the year, 3500 staff undertook training, bringing the total number of staff trained since 2006 to 23 931. A range of parent resources and support materials were also produced during 2014.

# Teaching for effective learning framework and resources

## Strategic priority:



### Higher standards of learning achievement

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 and 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 impacts on a student's future social and educational successes.

Addressing the DECD strategic priority of 'Higher standards of learner achievement', 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
- develop expert learners
- personalise and connect learning.

Since 2011, 38 500 copies of the TfEL DVD and framework guide have been distributed across South Australian government schools. Additionally, there has been significant interest in this work, with TfEL materials being requested and distributed across Australia and worldwide. The complementary document, the SA TfEL Review Tools Handbook has now been distributed to educators across all levels of schooling.

In 2014, an online professional learning tool, the TfEL Compass was introduced for teachers to reflect on their teaching and learning practices through self-reflection and feedback from students and trusted colleagues. During the year, 1800 South Australian teachers voluntarily registered to use the TfEL Compass.

A major pedagogy research project was conducted in two phases over 2012 and 2013. This was funded by the Smarter School Communities Making a Difference National Partnership and it rigorously examined the relationship between teachers' pedagogy and learner engagement and achievement. The research findings created significant interest nationally and internationally and provided critical insights into patterns of pedagogy across government schools. This is helping to shape future professional learning programs with schools across the State.

In 2014, nine TfEL pilot local partnerships groups were created to address the key findings of this research, in particular the need to develop engaging and intellectually stretching learning experiences for all. The TfEL pilot projects will strategically progress the DECD priority of 'Engaging children, families and communities' by developing collaborative partnerships with the wider community and placing the voices of young people at the centre of the school improvement process.

Early feedback from TfEL pilot site leaders, teachers and students is demonstrating the power of students collaborating with teachers to improve teaching and learning. Additionally, teachers and students at these schools are developing resources that activate student voice and actions for school improvement. The first set of these materials was released early in the 2015 school year.

In 2014 the TfEL team explicitly worked towards 'TfEL in every classroom' by conducting professional development and creating resources for teachers and leaders to develop understanding and classroom practices aligned to the TfEL framework.

A process called 'learning design' has been developed for SA teachers to bring together the principles of TfEL and the implementation of the Australian Curriculum. This process shows teachers how to consider the learning needs and interests of students in their classroom programs. In 2014, resources were developed to support teachers to use learning design in ways that increase the intellectual demand of learning experiences for all learners.

To support teachers and 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* continued to be developed during 2014. This resource has been accessed by 18 238 users. Of this number, the resource has been accessed by 13 976 South Australian users, 3812 interstate users and 450 international users.



# Improvement and accountability framework (DIAF)

## Strategic priorities:



**Higher standards of learning achievement**



**Build a better system**

During 2014, considerable work was undertaken to further strengthen review improvement and accountability in DECD.

The *Review improvement and accountability* policy was updated by strengthening the processes and practices that specifically focus on improvement and accountability in sites.

A significant development has been the introduction of an external review process. Over a four-year period, all government schools will be externally reviewed against the question 'how well does this school support student achievement, growth, challenge and equity?'.

An External Review Framework, and Guidelines for Principals were published late in 2014. The external review will validate or challenge a school's self-review findings, the rigour of their improvement practices and decision-making, and their capacity to achieve and sustain improvement over time. The findings for school improvement will then be outlined for implementation.

Schools will continue to undertake self-review processes to evaluate and account for their performance and to shape effective improvement strategies. During 2015 the newly developed External Review Framework will be used as the basis for the development of a new self-review guide for schools and preschools.

In addition to external school reviews of all schools, priority reviews will be conducted at sites where critical issues inhibit the school's capacity to focus on improvement.

As part of DECD's work to build a higher performing system a performance review process was designed. Each operational unit within DECD will be reviewed to strengthen leadership capacity to improve outcomes for children and young people. For 2015 the ECD local partnerships will be the first organisational units to be reviewed.

# Australian Curriculum

## Strategic priority:



### Higher standards of learning achievement

## Australian Curriculum – supporting national objectives

Implementation of the Australian Curriculum is part of the national education reform agenda and contributes to realising DECD's vision to be a high performing system that improves the educational attainment and wellbeing of South Australia's children and young people.

The Australian Curriculum is designed to equip young people with the knowledge, skills and capabilities to take advantage of opportunities and face future challenges with confidence. DECD is using the opportunity presented by the implementation of the Australian Curriculum to focus on supporting leaders and teachers to further improve student engagement, intellectual challenge and achievement.

In 2014, the *Curriculum, pedagogy, assessment and reporting* policy for Reception-Year 10 provided the 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.

## Achievements in 2014

DECD continued to engage with the Australian Curriculum Assessment and Reporting Authority (ACARA) to finalise the Australian Curriculum for languages and work studies (optional for years 9 and 10).

The department also participated in all consultation opportunities facilitated by ACARA including making a submission to the monitoring of the Australian Curriculum process and providing advice relating to its implementation.

DECD made a submission to the Australian Government's review of the Australian Curriculum and is working with the other states and territories to decide which of the findings of the review require action.

The SACE Board of South Australia continued to oversee the requirements for years 11 and 12 and began integrating Australian Curriculum subjects in the English, mathematics, science and history learning areas into the South Australian Certificate of Education for senior years students.



## Australian Curriculum – implementation

Implementation of the Australian Curriculum in DECD is a major strategy to improve the quality and effectiveness of teaching and learning in South Australia. This strategy is designed to further develop the quality of teachers' practice 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 on the internationally recognised Teaching for Effective Learning framework.

This was the third year of the Australian Curriculum implementation strategy, which will continue until the end of 2016 when it is expected that the Australian Curriculum will be implemented in all government schools.

## Cross-curriculum priorities

Cross-curriculum priorities are addressed through the Australian Curriculum learning areas and are identified wherever they are developed or applied in content descriptions. They are also identified where they offer opportunities to add depth and richness to student learning.

In 2014 DECD was supported by the Asia Education Foundation (Asia and Australia's engagement with Asia) to promote the importance of Australia's engagement with Asia through the inaugural Leading Engagement with Asia Forum. This forum brought together school leaders from across the State to share ideas and the initiative they had undertaken in their sites to advance Asia literacy and understandings. The forum was opened by the Minister for Education and Child Development.

The Flinders University's Including the Studies of Asia in the Curriculum program, which is a short intensive program for leaders and teachers, was also supported by DECD in 2014.

During 2014, DECD and Natural Resources Management Education (Sustainability) collaborated to increase the number of South Australian schools participating in the Australian Sustainable Schools Initiative-SA Program. Fifty-nine early years learning centres, preschools, kindergartens, primary and secondary schools joined the program during 2014.

DECD also supported youth environment councils and their work in schools during 2014.

## State-wide 2014 priorities for Australian Curriculum implementation

During the year, DECD consolidated effective planning, teaching, assessing and reporting in mathematics, science, english and history using the Teaching for Effective Learning framework to promote intellectual rigour in classrooms.

The department also familiarised leaders and teachers with the Australian Curriculum areas of geography, civics and citizenship, business and economics, health and physical education and the arts.

DECD continued developing professional learning communities in clusters of primary and secondary schools across the State in collaborative moderation processes to improve consistency of teacher judgement against the Australian Curriculum.

Achievement standards were also updated to improve the quality of assessment practices.

Once again, social and digital media were 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.

Australian Curriculum implementation officers and primary Australian Curriculum coordinators supported all schools to address these priorities.

Teachers of primary mathematics and science received additional support through the Mathematician in Residence and Scientist in Residence programs as well as mathematics and science professional learning specifically targeted to the needs of Year 6 and 7 teachers.

## Support to ECD local partnerships and schools

In 2014, schools again received significant additional resources to support them in implementing the Australian Curriculum. These included two additional pupil-free days and, for primary schools, an extra allocation of per capita funding. All primary and secondary schools continued to be supported by Australian Curriculum implementation officers (14 primary, 10 secondary) who:

- worked with school leaders to design and deliver professional learning programs that address local needs and contexts, improve teaching practices and build leadership capacity within schools
- 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, and modelled the use of, a range of resources that can be adapted for varied professional learning contexts.

Primary schools were further supported in their implementation work by Australian Curriculum coordinators based in every local partnership. These coordinators worked directly with classroom teachers in schools across each partnership.

## Australian Curriculum implementation outcomes for 2014

Australian Curriculum implementation evaluation data collection during 2014 indicated that:

- teachers are using the Australian Curriculum to plan, teach and assess in mathematics, science, English and history
- Australian Curriculum implementation is resulting in more engaging and challenging learning in many classrooms
- some schools and clusters of schools are undertaking collaborative moderation to quality assure teacher judgement against the Australian Curriculum achievement standards and improve assessment practices
- the Leading Learning website, designed to support leaders implement Australian Curriculum, and the Teaching for Effective Learning framework are considered very useful by the majority of teachers and leaders
- Overall, school leaders and teachers consider that the phased approach to implementation, the provision of secondary and primary Australian Curriculum implementation officers, primary Australian Curriculum coordinators and student free days are effective in supporting their implementation of Australian Curriculum.



# Reporting on student learning

## Strategic priority:



### Higher standards of learning achievement

In 2014, the DECD Standards, Assessment and Reporting (StAR) team led a quality assessment project involving DECD mentors supporting a team of teachers in relevant professional learning, designing quality assessment tasks that allow students to demonstrate high-level learning, understandings and skills. Initially 20 exemplars were developed, with further work planned for 2015. The exemplars will be complemented with a process designed for leaders to build teachers' capacity to design assessment relevant to their particular teaching, students and context.

The Dylan Wiliam Embedded Formative Assessment resource was introduced to education directors early in 2014. Several schools have implemented this resource in their efforts to improve student learning through improved assessment practice. Use of the resource involves a commitment to a structured and focussed professional learning community.

The StAR team is monitoring the use and effectiveness of the resource with a number of schools in the first of a two-year monitoring and evaluation process. Schools are working with DECD to focus on relevant metrics to determine the success of the professional learning community model and the effect of embedded formative assessment on improved student learning outcomes.

Collaborative moderation is a proven process that supports quality assurance of teacher judgement. In addition, as it focuses on student learning evidence, it draws teachers' attention to the assessment and pedagogy underpinning the learning.

In 2013-2014, the StAR team and the Australian Curriculum implementation officers led collaborative moderation with over 250 sites.

During 2015, collaborative moderation has been identified as a focus by many schools as they look to quality assure their Australian Curriculum data, to improve student learning and to raise standards. In 2014 the StAR team offered a collaborative moderation training day with 65 leaders attending.

In 2014-2015 the StAR team is leading a cohort of schools to investigate appropriate strategies for collaborative moderation online. This project is particularly designed to build the capacity of small and remote schools. Outcomes from this work will inform strategic directions for collaborative moderation for small schools and those that may be separated by distance.

The Guideline: Reporting on Australian Curriculum in DECD Schools Reception-Year 10 V2.0 was released to schools in 2014, building on the 2012 reporting guidelines V1.0. Version 1 was revised following extensive consultation with stakeholders during 2013. The revised guideline aligns with the implementation timeline for the Australian Curriculum. It identifies the mandatory reporting requirements as well as advising schools about quality reporting to students and families on learner achievement, progress and improvement.

The guideline is supported by two further resources, revised during 2014. These are Reporting Formats Exemplars and Reporting on Australian Curriculum In DECD: Explaining 'New Contexts' in the A-E Guide reporting resource.

# Numeracy and literacy initiatives

## Strategic priority:



### Higher standards of learning achievement

## Birth-18 numeracy and literacy strategy

The work of the DECD numeracy and literacy teams for 2014 focused on developing, implementing and planning future initiatives that promote higher achievement, increased engagement and enhanced challenge and equity in numeracy and literacy learning. A number of these initiatives represent consolidation and continued growth of programs undertaken in 2013 with implementation of the Birth-18 Numeracy and Literacy Strategy.

New directions and projects were also developed for consolidating gains and extending outcomes. Strategic collaborations across the department's staff and key stakeholders enabled the indicators of preschool numeracy and literacy to be developed as a means for identifying, assessing, planning, monitoring and reporting on numeracy and literacy development in preschools. An extensive research and consultation process was conducted to identify the critical indicators of preschool numeracy and literacy learning, and to develop a range of accompanying support materials.

The indicators were launched through a nine-week trial across 22 preschool sites and culminated in a day of reflection with feedback affirming the tool as being useful in planning for and identifying, extending and enriching children's learning and development in numeracy and literacy.

The indicators, which will be implemented in preschool sites in 2016, will also assist teachers in reporting numeracy and literacy learning to parents and as part of the transition to school process.

A key undertaking of the Birth-18 Numeracy and Literacy strategy is to ensure all children are given a great start to numeracy and literacy. An important component of this has been working to connect and engage diverse and vulnerable families. In partnership with other services and community agencies, a broad consultation process was established to identify the required support and resources to better assist families in designing and constructing relevant and meaningful learning experiences for children.

## GreatStart website

Initiatives such as the GreatStart website are designed to provide information and resources to support parents to develop numeracy and literacy learning for their children within everyday learning experiences. With over 170 everyday activities, the GreatStart website has been accessed by over 100 000 visitors. It features numeracy and literacy resources from a range of local community events and 15 parenting videos that model developing children's numeracy and literacy learning within the home. The videos also reflect the linguistic and cultural diversity of families living in South Australia.

The GreatStart website supports families to access established DECD services including playgroups, preschools and early learning programs, and promotes numeracy and literacy learning to families through social media and attendance at community events.

The 2014 Royal Adelaide Show hosted a GreatStart residency in the DECD Learning Centre. Across the 10-day event from 5-13 September 2014, DECD staff members presented parents with giveaway show bags, discussed the GreatStart website and explained strategies and activities to increase children's literacy and numeracy capabilities within the home environment.

GreatStart also featured at the 2014 Pregnancy, Babies and Children's Expo from 21-23 March 2014 at the Adelaide Showgrounds.



## Premier's Reading Challenge

During 2014, many schools incorporated the Premier's Reading Challenge into their whole-of-school approach to literacy. Celebrating its 11th milestone year, the Challenge once again achieved outstanding success in 2014 inviting South Australian students from Reception-Year 12 to read 12 books by early September.

The Premier's Reading Challenge, open to students individually or through schools from across all education sectors and home education, culminated this year with student achievement certificates and medals showcased at the formal Premier's reception at the Adelaide Zoological Gardens.

More than 126 200 students from 681 schools completed the Challenge this year, marking more than 95% of all schools in the State.

Since 2004, more than 318 600 students have taken up the Challenge and over 1 144 846 awards have been presented. A total of 84 820 government school students completed the Challenge in 2014 including 3 912 Aboriginal students, representing a 4.32% increase from 2013. It was pleasing to note that this year's Challenge also saw strong participation from 23 special schools and disability units.

A minimum of 1 514 400 books were read in 2014, bringing the official total of books read as part of the Challenge since 2004 to well over 13 million.





## Running records, reading recovery and literacy and numeracy expo

The 2014 statewide Year 1 Running Records data indicated that 75.2% of Year 1 children are reading at or above age level. This represents a 0.7% increase from 2013 and a 7.2% increase from the Year 1 baseline of 68% (2007).

In contrast, 43.9% of Year 1 Aboriginal children are reading at or above age level. This represents a 3.1% increase from 2013 and a 13.9% increase from the Year 1 baseline of 30% (2007).

The 2014 across-educational-sector Literacy and Numeracy Expo on August 25-26 was the result of collaborative planning and shared responsibility facilitated by representatives from the DECD Numeracy and Literacy team, South Australian Certificate of Education Board, Catholic Education South Australia (CESA) and the Association of Independent Schools South Australia (AISSA). This year's expo featured nationally recognised keynotes and cross-sector teacher presentations addressing the theme 'Learning: A world of possibilities'.

Cross-sector collaboration has also ensued with the Reading Recovery program through provision of ongoing professional learning for five DECD Reading Recovery teachers and seven AISSA Reading Recovery teachers within Reading Recovery guidelines. This has included seven on-going professional learning sessions and a combined forum with DECD, CESA and AISSA schools.

## English as an additional language or dialect

The English as an Additional Language or Dialect (EALD) program continued to support schools with EALD student learners with the process of assigning Language and Literacy Levels; a tool designed to assess student literacy achievement.

In 2014 a series of six professional learning modules were developed and added to the suite of online support materials inclusive of videos and facilitator notes in addition to practical classroom language teaching strategies about a range of topics.

Complementing the level of practical strategies to support the literacy development of EALD learners, the EALD program continued to provide ongoing professional learning and advice to assist leaders and teachers with the needs of asylum seekers and at-risk students.

A Nepalese community liaison officer joined the team for the first time and has provided invaluable support to culturally and linguistically diverse (CALD) parents and students in schools through a number of initiatives. Key highlights include hosting a summit for student leaders to build harmony with Muslim students, supporting parents to attend playgroups with their young children, and helping parents establish their own playgroups.

## Collaborations and partnerships

Collaborations have paved the way for a continued evolution in how Central Office supports local ECD partnerships by bringing together teachers, leaders and researchers to identify, plan and enact deep, rigorous enquiries into numeracy and literacy issues and aspirations at the classroom level.

Bringing together the collective skills and experiences of these educators provided access to tools and strategies for both targeted and rigorous professional learning and mechanisms for concretely contributing to the capacity of teachers across the system to lift performance.

Working with partnerships to build capacity to lead numeracy and literacy within the partnerships and to facilitate and foster links within and between partnerships has been a key priority during 2014. Some literacy highlights were:

- establishing a trial model of professional learning communities in the South Valley Precinct in partnership with a range of capacity-building programs jointly supported by Flinders University
- establishing a data literacy trial with the Le Fevre Partnership to develop teachers' capacity to use literacy data to inform teaching and learning and three professional learning communities
- delivering a statewide professional learning day for site and partnership planning supporting high literacy achievement.

In 2014, the Powerful Learners Numeracy team provided support to sites and groups across 16 partnerships by planning and delivering professional learning to leaders and facilitating professional learning communities, in addition to meeting with 21 partnership groups.

The Numeracy Leaders' Network each term hosted more than 400 leaders and teachers from across preschools, primary and secondary schools.

The modules for the B-18 Leading Numeracy Improvement program include online resources and an online learning community to build and share practice across partnerships. The modules were successfully trialled across several partnerships in 2014 and received feedback as engaging and challenging children and students to achieve their potential.

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

## Strategic priority:



### Higher standards of learning achievement

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 Australia Tertiary Admissions Rank or equivalent in at least one of the following subjects: mathematics, physics or chemistry.

DECD's work in this area is part of a whole-of-government coordinated action plan – Investing in Science: *An action plan for prosperity through science, research and innovation*. Pillar 2 of the action plan focuses on investing in STEM skills to drive innovation and growth. DECD has the lead responsibilities for five of the key actions in this area and contributes to a number of others.

During 2014 the department consolidated a DECD STEM strategy that aligns and reflects work with the Investing in Science Action Plan. All initiatives and programs reflect effective:

- communication between all stakeholders
- leadership and building leadership capacity
- continuous improvement
- coordination of resources, programs and activities.

Classroom teachers, leaders and representatives of professional associations provided feedback and advice on the implementation of the Australian Curriculum in science, mathematics and technologies.

The department continued in 2014 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 the following initiatives:

- Royal Institution of Australia (RiAus), supporting science and mathematics education through the development of STEM career packs, an online resource for secondary teachers, and providing support for 10 students and two teachers to travel to London in December 2014 to attend the Royal Institution of Great Britain Christmas Lectures
- University of Adelaide implementing a Digital Geosciences, Education, Research and Resources project from 2012-2014 for 25 teachers and 1500 students
- University of Queensland, Flinders University and an extensive group of national and international research organisations that have established a Science of Learning Centre
- Outreach Education – a team of DECD teachers out-posted to major public science organisations in Adelaide.

The department has established a strong STEM focus in a number of schools with the 2014 State Election announcement of three schools with specialist STEM programs and the identification of four other schools that will pilot programs in STEM improvement over 2014-2015.

DECD's 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 STEM subjects 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 have also contributed to the improvement of STEM outcomes in government schools. These included Industry Skills Pathways, the Advanced Technologies and Industry Pathways programs, and the Maritime High School.



## Arts initiatives in schools

### Strategic priorities:



Higher standards of learning achievement



Improve health and wellbeing



Engage children, families and communities

Australian Curriculum: The Arts was endorsed by education ministers in July 2013. The Australian Curriculum: The Arts was in a familiarisation phase during 2014 with more than 450 teachers participating in professional learning events.

The arts learning area draws together related but distinct art forms or subjects: dance, drama, media arts, music and visual arts. Implementation is expected from 2015.

The Come Out Children's Festival is an integral part of the school calendar, biennially. The festival is now being administered by the Adelaide Festival Centre Trust and continues in partnership with DECD as it has done since 1974. The next festival is scheduled for May 2015 with the theme *Building bridges*.

The teaching and learning resource that supports the Come Out Children's Festival 2015 artistic program was launched in October. The resource and the festival's schools' program was distributed to all South Australian schools. The resource uses the new Australian Curriculum: The Arts, the Teaching for Effective Learning framework (TfEL) and the learning design process to develop the theme and the artistic program of the festival. This ensures the resource has a currency beyond the life of the festival.

A statewide poster design competition was held for students for the Come Out Children's Festival 2015. More than 70 entries from Reception-Year 10 were received and the design now appears on all festival materials.

The first of several professional learning workshops for teachers were held as part of the trialling of a statewide project, Virtual Band Jamm, where students learning an orchestral instrument may participate in a virtual orchestral piece using technologies.

The Creative Education Partnership: Artists in Residence (CEP: AIR) is a national program that pairs professional artists with students and teachers. The program continued in 2014 with 12 schools partnering with a South Australian arts organisation for an artist in residence, with a further 11 schools confirmed to engage in the program in 2015.

With shorter residencies, the state-based Artists in Schools program engaged hundreds of children and families in metropolitan, regional and Aboriginal communities.

In 2014, the Ministers' Education and Arts Awards were once again presented to teachers for their outstanding contribution to teaching the arts.

## Languages strategy

### Strategic priorities:



**Higher standards of learning achievement**



**Improve health and wellbeing**



**Engage children, families and communities**

The national drivers for languages education in South Australian public schools 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. These are now available for public viewing on the ACARA website.

The Framework for Aboriginal Languages and Torres Strait Islander Languages is still under development. Within the requirements of the DECD *Australian Curriculum, pedagogy, assessment and reporting* policy R-10, languages is a curriculum requirement for R-8 students with the aim of students continuing up to Year 12.

To raise the community profile of the value of languages education, revitalise the quality of programs and support the move in government schools towards a collaborative, partnership provision of languages, in 2014 DECD worked with local, national and international partners. This work focused on:

- supporting schools to adopt a local partnership approach (ie, sharing of available resources) for the delivery of at least one consistent language across a partnership to improve student engagement with languages, and address teacher supply and quality issues
- working with international partners (through agreements with overseas governments), national bodies (such as ACARA, the Asia Education Foundation and Education Services Australia) and tertiary colleagues (University of South Australia, Flinders University and the University of Adelaide) to enhance languages support for schools.





## DECD contribution to national activities

There was significant DECD input into developing 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.

Also during 2014, DECD managed statewide coordination of the national Endeavour Language Teacher Fellowships resulting in four DECD teachers being awarded an intensive three-week in-country scholarship across four languages in January 2015.

## Supporting languages take-up and quality

During 2014, resources were developed for schools including:

- online resources such as the Leaders Leading Australian Curriculum: Languages Toolkit (visit [www.decd.sa.gov.au/teachingandlearning/pages/Language/LanguagesToolkit/](http://www.decd.sa.gov.au/teachingandlearning/pages/Language/LanguagesToolkit/))
- a series of languages webisodes that capture and promote school stories of successful and innovative language programs (visit [www.decd.sa.gov.au/teachingandlearning/pages/Language/](http://www.decd.sa.gov.au/teachingandlearning/pages/Language/)).

There was a successful partnership with the Open Access College to promote DECD's Learning Languages Together initiative as an option for schools with teacher supply issues. This resulted in 36 government schools delivering a languages program.

Technology plays a key role both in addressing languages delivery issues and engaging students with meaningful connections with speakers of the target language.

Between 2013-2014, 42 schools received a total of \$98 000 in grants to establish and maintain Languages Sister School Partnerships with a digital communication focus to support the student's language learning.

A partnership was established with the University of South Australia to support government schools participating in a languages pilot project designed to strengthen language learning in schools in preparation for implementing the Australian Curriculum: Languages.

There were 15 additional salaries provided across 65 government primary schools to support 3822 students to study their background language in 96 first language maintenance and development (FLMD) programs. An external review of the FLMD programs was completed and findings will inform the delivery model during 2015.

Online languages/careers support materials and guidelines for principals were developed to inform students, teachers and parents about the educational benefits of ongoing languages studies and career pathways.

The Multilingual Literacy (MLL) approach for the teaching and learning of languages evolved from a partnership between DECD and the Flinders University of South Australia and has resulted in three professional learning communities across 14 schools working together to adopt this approach in their schools.

The demonstrated improvement in students' overall literacy outcomes in both the whole-school second language and English has given the MLL approach recognition as a strategy that supports the Great Start – Strong Foundations – Powerful Learners: A Numeracy and Literacy Strategy From Birth-18.

## Memoranda of understanding between SA and overseas governments

Two Confucius Classrooms funded by the Chinese Government are being established in Salisbury High School and William Light R-12 through the collaboration agreement with the Confucius Institute at the University of Adelaide, signed in January 2014.

Eleven language assistants were funded by relevant overseas governments and appointed to 23 schools. There are four active languages memoranda of understanding with overseas partners (Chinese, French, German and Spanish governments) through which additional linguistic and cultural support is provided to 174 schools that teach these languages.

## Increasing take-up of Aboriginal languages

Through the Aboriginal Community Language and Culture Partnerships (ACLCP) initiative, eight Aboriginal language communities are supported and funded to take an active role in leading the revival and teaching of their own Aboriginal languages.

The ACLCP partnerships for Narungga language has led to an increase in the number of students studying Narungga from 24 to more than 800 since 2008.

Through the Aboriginal Languages Programs Initiatives (ALPI), 47 government schools received additional funding to deliver 52 Aboriginal languages programs to over 4000 students. These programs represent 10 out of 40 South Australian Aboriginal languages and are delivered by approximately 112 teaching team members (59 Aboriginal and 53 non-Aboriginal).



# Health, physical activity and wellbeing curriculum in schools

## Strategic priorities:



Higher standards of learning achievement



Improve health and wellbeing

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.

## Keeping safe

During 2014 the reviewed Keeping Safe: Child Protection Curriculum was released to schools and preschools along with an online update training course. The reviewed curriculum included a new supplementary resource for educators working with children and young people with a disability or additional needs.

During 2014, 3500 staff completed their full-day training course bringing the total number of staff trained since 2006 to 23 931. A range of parent resources and support materials were produced during 2014.

In 2015 DECD will continue to provide training and support to schools and preschools to ensure every child and young person is building the knowledge, skills and understanding to keep themselves safe.

## Being active and healthy

More than 33 000 students from 223 schools completed the Premier's *be active* Challenge in 2014. Of the participating schools, 82% were DECD schools.

A record number of 676 students with a disability completed the Challenge this year. Home schools also increased, up 46% from 2013 to 148 home schools.

A total of \$50 000 was awarded to 50 high-achieving schools for the purchase of physical activity equipment, resources or professional services related to physical activity.

Premier's *be active* Challenge ambassadors visited 31 schools throughout the State to deliver the message of the importance of physical activity for healthy bodies and healthy minds.

Seven hundred children in 18 early learning centres participated in a 10-week program across terms 2 and 3. The Fundamental Movement Skills (FMS) program explicitly taught 20 different FMS to students and staff in the centres.

As part of the Government's Let's Keep Building South Australia election commitment, \$410 000 in grant funding was provided to 41 new schools that joined the Stephanie Alexander Kitchen Garden Program in 2014. Grants were used to support infrastructure, training and resources for the program. The 41 new schools bring the total number of South Australian schools in the program to 98.

During 2014, the Right Bite 'Easy Guide' for schools and preschools was revised to incorporate the new Australian dietary guidelines. The easy guide was distributed to all schools and preschools with advice on the continued importance of providing healthy food options to all children and young people during the school day.

Flinders University continued its collaboration with DECD during 2014 collecting data to evaluate the impact of the Right Bite policy. This data will be communicated to schools and preschools in early 2015.



# Premier's ANZAC prize and other humanities and social sciences projects

## Strategic priority:



### Higher standards of learning achievement

The Premier's ANZAC Spirit School Prize leading up to the centenary in 2015 has been a considerable task over the past 12 months. The 2014 study tour departed from previous practice as students researched South Australians involved in more recent conflicts, bringing the prize into alignment with the Australian Curriculum, especially Year 10 history. Students were able to interact with Korean War veterans from Australia at the ANZAC Day Dawn Service in Korea.

The 2015 Prize is more substantial than previous years to acknowledge the 100-year anniversary of the Gallipoli landing upon which much of the ANZAC tradition is based. South Australia was invited to send a party of 29 to the Dawn Service at ANZAC Cove in Turkey for the 25 April anniversary. The research task set and the judging criteria for selection of students were aligned to the history and civics and citizenship curriculums.

Twenty-two students and seven supervisors will be with 400 school students and their supervisors Australia-wide, who join the Prime Minister, 10 000 Australians and 2000 New Zealanders for the remembrance ceremony in Gallipoli 2015.

The Eden Prize, an essay writing competition for Year 10 students from DECD schools, continued to grow in 2014 with a tripling of the number of entries above the previous year. The judging criteria for the task connected specifically to many aspects of the Australian Curriculum. Cash prizes are provided from a 1956 bequest by John Joseph Eden. The 2014 winner was from Naracoorte High School.

With the completion of the Australian Curriculum humanities and social sciences (HASS) subjects of history, geography, civics and citizenship and economics and business, the support for HASS shifted from consultation on content to supporting implementation.

To meet demand from schools, DECD developed several online resources, one of which included a complete HASS curriculum strategy by Charles Campbell College. This will be available online as a model for other schools in 2015.



## Outreach education

### Strategic priority:



#### Higher standards of learning achievement

Outreach education uses the objects, expertise and events in major cultural organisations to enable children, students and teachers to experience a vast array of engaging and unique learning experiences in those places. Approximately 200 000 students and teachers participated in outreach education programs this year.

In 2014, outreach education teachers were out-posted to Parliament House, Law Courts, Botanic Gardens of SA, Art Gallery of SA, Adelaide Festival Centre, CSIRO, Windmill Theatre, SA Museum, Adelaide and Monarto Zoos, SA Maritime Museum and the Migration Museum.

Outreach education offers some 350 programs for preschool to senior years learners encompassing most areas of the curriculum. On-site programs are delivered in a wide range of formats for students and teachers including performances, workshops, inquiry trails and role-plays.

In 2014, a 'one-stop-shop' outreach education website was launched. This site enables educators to search and match an outreach education learning experience to their students' needs. For information visit [www.outreacheducation.sa.edu.au](http://www.outreacheducation.sa.edu.au).

A mobile application, My Excursion Learning SA was designed in partnership with students and teachers to support learners to personalise their learning through investigation and questioning. Students record their observations using photos, notations, videos and sketches to deepen their understandings at school where collected data is refined, shared and applied.

Educators from across the State and outreach education teachers worked as a professional learning community throughout 2014 to develop learning experiences for primary school students based on the Australian Curriculum and particular objects or events. Resources developed through these collaborations are shared on the outreach education website.

A number of inquiry-based websites were developed for classroom use focusing on South Australian Aboriginal cultures and the Australian Curriculum.

The Children's Voice research project was a collaborative project between the outreach education teachers based at the South Australian Museum and the Art Gallery of South Australia and four preschools. Working with children from those preschools and using Reggio Emilia pedagogies, the research culminated in an exhibition of the children's response to displays at the Museum and the Art Gallery. Findings from this research will inform future programs for early years' learners.

SEEDS, a citizen science pilot project, brought together scientists, teachers and students from across the State to identify, collect, propagate and nurture endangered plants. Observations are recorded in an online database to map where plants are growing which will inform future research undertaken by scientists. This project gave teachers and students insight into contemporary science and scientists' work and will be replicated with other schools in 2015.



## Volunteers in schools

### Strategic priorities:



Higher standards of learning achievement



Improve and integrate child safety

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.

There are a range of resources to assist site leaders to effectively screen, manage and coordinate volunteers. All are available online:

- Handbook for volunteers in public education
- Volunteer agreement
- Volunteer role description
- Volunteers in school application and screening flowchart.



## Child protection in schools and children's services

### Strategic priorities:



Higher standards of learning achievement



Improve and integrate child safety

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 sites
- 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

In 2013 the Government announced the establishment of a mobile Screening Audits For Educators (SAFE) team in 2014. This team is responsible for conducting 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 relevant criminal history screening clearances in place, in accordance with the *Children's Protection Act 1993* and DECD instructions.

### MAPS team

DECD has been participating with a range of government agencies in a trial phase of the Multi-Agency Protection Service to identify patterns of harm and cross-government actions to improve safeguarding for children and families in response to domestic violence. SAPOL, as the lead agency, along with the Office for Women are in the process of evaluating the trial before all agencies build upon their contribution to this initiative.



## Continuing responses to Independent Education Inquiry recommendations

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. The guidelines 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.

The guidelines describe 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. Principals who used the guidelines during 2014 were surveyed about whether they found them helpful. All principals agreed that the guidelines were clear and removed any confusion about what actions should occur at what time to support children and their families.

Another significant reform related to the IEI is the establishment of the DECD Incident Management Division. The 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 an appropriate time, and in a lawful way.

## Strategies for managing abuse-related trauma training

Strategies for Managing Abuse-Related Trauma (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.

In 2014, SMART workshops were held, and the program's development included a focus on 'train the trainer'.

The SMART program also supports schools to implement SMART practice and design trauma-informed teaching and learning environments. The SMART online training was updated in 2013 and is freely available to all staff at [www.childhood.org.au/training/smart-online-training](http://www.childhood.org.au/training/smart-online-training).

## School-based counsellor induction

The school-based counselling service is provided by qualified teachers who broaden their professional knowledge and skills in order to develop specialised expertise in promoting student learning and wellbeing.

In January 2014, the State Government announced expanding the Primary School Counsellor resource to ensure all children and young people have access to a counsellor. This allocation commenced in July 2014. There were 75 Category 1-6 schools with more than 71 enrolments that received a 0.2 FTE allocation and 110 schools with less than 71 students received a monetary allocation.

The Primary School Counsellor resource is expected to be used to provide school-wide leadership of a preventative and developmental wellbeing framework, such as the National Safe Schools framework.

The counsellor maintains professional relationships with the school community and works co-operatively with other agencies in creating safe, supportive and respectful teaching and learning environments. In addition the counsellor provides appropriate intervention and case management and assists as a member of the site's emergency response team.

Local primary and secondary counsellor networks operate in all local areas and are supported by local department support services staff. In 2014, school counsellors were provided with induction and training opportunities including youth mental health first aid and SMART capacity building for partnerships ('train the trainer').

CAMHS cross-sector secondary counsellor networks were also developed in all metropolitan regions and motivational interviewing training was offered to secondary counsellors and delivered to northern and southern counsellor networks.

A review of training for school-based counsellors is being planned for 2015.

The resource will be extended to category 7 schools in 2015.



## Anti-bullying – school discipline

Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power.

The DECD *School discipline* policy requires schools to develop strategies, to ensure the safety and wellbeing of students and staff, including addressing bullying behaviour.

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

The Coalition to 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.

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

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

A 2014 Chief Executive circular (CE2014:06) commended the use of the National Safe Schools Framework to all schools and pre-schools to support the development of safe and supportive education settings, free from bullying, harassment, aggression and violence.

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

The 4th National Day of Action against Bullying and Violence (NDA) was held on 21 March, 2014. More than 150 South Australian schools and over 60 000 students participated in their school's anti-bullying messages. Student Wellbeing Action Grants were launched at the NDA to promote the National Safe Schools framework, strengthen student leadership and highlighted the importance of wellbeing for learning.



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

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

This responsibility is part of the broad duty of care that staff and volunteers have towards the safety and wellbeing of children and young people.

Everyone seeking to work or volunteer with children and young people on DECD sites must undertake training in their child protection responsibilities. This is known as the Responding to Abuse and Neglect – Education and Care training.

It is a condition of employment in government schools and services that all individuals must have attended 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:

- ✎ 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 in collaboration with the Catholic and Independent school sectors.

Completion of the RAN-EC training meets one of the requirements for ongoing employment with:

- ✎ DECD
- ✎ Catholic Education South Australia (CESA)
- ✎ 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.

During 2014 a review and update of the RAN-EC 2012-2014 began. This has assisted to inform the development of the 2015-17 training course.

It is anticipated that during Term 1, 2015 the RAN-EC 2015-17 online training will be rolled out.

The 2015-17 RAN-EC full-day training program was completed in Term 4, 2014 ready for implementation in January 2015.



## Better behaviour centres

Better behaviour centres were created as an election commitment in 2010 by the South Australian Government. They provide targeted early intervention support for students showing significant signs of disengagement from school.

The better behaviour centres consist of four metropolitan primary centres and two regional secondary centres, all co-located at mainstream school sites. The two regional centres are located at Murray Bridge High School and Port Lincoln High School.

The need for the location of the better behaviour centres is based on suspension and exclusion data, current referrals to support services as well as requests for funding to support behaviour.

Each better behaviour centre has a family coordinator, either a social worker or psychologist, to provide social/emotional support for students and families. This is a unique initiative that supports a holistic approach to the implementation of appropriate engagement strategies.

All better behaviour centre programs provide individualised learning plans (ie, intensive literacy, numeracy and social skill programs), as well as capacity building for parents and school staff. The students maintain enrolment at their home school throughout the duration of their placements.

## Student wellbeing action grants (SWAG)

The Student Wellbeing Action Grants project aimed to promote the National Safe Schools Framework, strengthen student leadership and participation in decision-making and highlight the importance of wellbeing as an essential precursor to successful learning achievement.

### Achievements in 2014:

Primary and secondary schools from metropolitan, regional and remote areas were invited to apply for a SWAG grant to engage students as researchers, inquirers and leaders of change and action at the local level.

Applications opened to coincide with the 2014 National Day of Actions Against Bullying and Violence.

Twenty primary schools, six secondary schools, eight area schools and one Aboriginal school were successful in receiving a grant in 2014.

The projects provided student-led events and learning activities to examine practices relating to student voice, leadership and engagement as well as deeper understandings of the connection between the National Safe Schools framework and student learning.

## Personal safety and protective behaviour programs for children and young people

Programs offered to all children and young people in public education and care are:

- Keeping Safe: Child Protection Curriculum – mandated in all DECD sites since 2008 for children from the age of three to Year 12; includes age and developmentally appropriate content for teaching children the right to be safe, relationships, recognising and reporting abuse, and protective strategies
- Sexual Health Information Networking and Education (SHINE) SA curriculum resources – 96% of secondary schools deliver the SHINE SA sexual health curriculum to students
- Australian Curriculum – health and physical education: focus areas and specific content related to sexual abuse and protective behaviours
- South Australian Certificate of Education (SACE): Health
  - optional subject with specific content relating to sexual abuse and protective behaviours
- Strategies for Managing Abuse Related Trauma (SMART) training
  - for counsellors and student wellbeing staff in schools and preschools.



## CHAPTER 03

### **Strengthening** families, children's wellbeing and safety

## Executive summary

### Families SA Redesign

Starting from 2012 through the Redesign program, Families SA has been examining its operations, looking at structure, system, processes, workforce configuration and practice to deliver future services to meet the changing needs of families and evolving community expectations. Extensive work has been conducted in 2014 to build staff confidence, competence and specialised skills. A consistent practice model, Solution Based Casework, continued to be implemented across Families SA.

### Families SA Service Plan

Released in 2014, this document sets the future directions for Families SA and outlines the changes to the delivery of child protection services aimed at providing practical assistance to families that focus on their strengths, supports and protective factors. The plan aligns with the DECD Strategic Plan 2014-2017, particularly through the strategic priority *Improve and integrate child safety*, where Families SA has lead responsibility.

### Notifications, investigations and substantiations in 2013-14

There were 44 203 notifications resulting from reports to the Child Abuse Report Line, an increase of 11.3% from the previous year. Of these notifications, 19 578 were screened-in for further Families SA attention with 6540 resulting in investigations (an increase of 22.6% from 2012-13). There were 2737 substantiations, an increase of 23.2% from 2012-13.

### Protective intervention

In 2013-14, 1073 children received intensive family support services. Of the 1073 children, 684 received targeted intervention family support services and 389 received family preservation and reunification services.

### Out-of-home care

The number of clients in out-of-home care at 30 June 2014 was 2648. South Australia placed 86.5% of children in out-of-home care in family-based care. The South Australian Government has recognised the placement needs of children and young people in care through the Families SA Residential Care Workforce strategy. Families SA will recruit up to 365.9 full time equivalent (FTE) workers so that long-term and consistent care is provided to children and young people in a residential care placement.

# Office for Child Safety

## Strategic priorities:



Improve health and wellbeing



Improve and integrate 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 in April 2013 with the deputy chief executive taking lead responsibility for child safety. Its role is to provide an oversight of child safety, health and wellbeing practices across DECD, across the SA Government and across the community.

The Office for Child Safety looks for ways to make these practices efficient, complementary and balanced. Its goal is to ensure that equal effort is given between the promotion and the protection of child health, safety and wellbeing.

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

- Promote the protection of children
- Respond to concerns of immediate safety
- Intervene protectively
- Support children in our care to thrive and develop
- Provide safe and quality services.

## Families SA

### Strategic priorities:

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Improve health and wellbeing



Improve and integrate child safety

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

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

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

The various roles of Families SA, as the State's statutory child protection service, are derived from the *Children's Protection Act 1993*. Under this Act, Families SA 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 government and non-government organisations. We have a number of phases of intervention to protect children and provide care when required.



**Child protection reports 2013-14**

Notifications	44 203
Screened-in notifications	19 578
Investigations	6540
Substantiations	2737

**Families SA general statistics**

	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Number of child protection notifications</b>					
Notifications	36038	35431	37434	39733	44203
Screened-in notifications	20298	21145	19056	19120	19578
<b>Children on care and protection orders (at 30 June 2014)</b>					
12 month care and protection order	348	297	375	370	324
Guardianship until 18 years	1952	2114	2169	2245	2253
<b>Children in out-of-home care placements (at 30 June 2014)</b>					
Foster care	1013	1032	1087	1104	1114
Kinship care	847	985	1104	1194	1162
Residential care	216	250	246	269	266
Independent living	28	26	26	29	21
Commercial care	48	50	55	61	68
Financially assisted adoption	4	4	5	na*	na*
Other (incl. unknown)	32	21	25	-	-

\* Financially assisted adoptions counted in family-based care categories

Source: Families SA data as at 30 June 2014

## Care and protection

### Phase 1: Intake

Phase 1 'Intake' corresponds most closely with Families SA Service Plan strategic direction *Responding to concerns of immediate safety*.

The Families SA Call Centre incorporates the Child Abuse Report Line (CARL) and Crisis Care.

The Child Abuse Report Line, which operates 24 hours a day, 365 days of the year, is responsible for receiving all reported instances of suspected child abuse and neglect.

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 (the Call Centre 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 CARL have been a concern for Families SA. Version two of E-CARL, the web-based alternative for making low-level notifications of suspected child abuse in South Australia, was introduced to give notifiers an alternative way of reporting.

The uptake of eCARL in 2013-14 was significant, with 13 355 eCARL reports, which equates to more than half the answered phone calls (excluding Crisis Care and administrative) to the Call Centre.

There were 52 829 telephone calls to the Call Centre (excluding Crisis Care and administrative).

Families SA received 44 203 child protection concern reports in 2013-14, an increase of 11.3% on the 39 733 reports received in 2012-13.

Screened-in notifications increased by 2.4% to 19 578 (2013-14) from 19 120 (2012-13), while the number of children who were the subject of notification increased by 1.9% to 12 656 in 2013-14 from 12 422 in 2012-13.

Aboriginal children continue to be over-represented in all child protection categories in South Australia and Australia. Aboriginal children represent approximately 4.5% of the total population of young people in South Australia but accounted for 21.6% of children in screened-in notifications, 27.9% of children in finalised investigations, 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

Phase 2 'Investigation and assessment' also corresponds most closely with Families SA Service Plan strategic direction *Responding to concerns of immediate safety*.

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 our 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 us with the mandate for the gathering of information that informs the assessment of risk and need.

Occasionally, we need 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 2013-14, investigations increased by 22.6% to 6540, compared with 5333 (2012-13), while the number of children in finalised investigations increased by 22% to 3950 (2013-14) from 3239 (2012-13).

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. In 2013-14, substantiations increased by 23.2% to 2737, compared with 2221 (2012-13), while the number of children in substantiations increased by 19.3% to 2190 in 2013-14 from 1836 in 2012-13.

Following an investigation, a number of options exist for Families SA:

- The case is closed.
- The child and/or family is referred to a support service to assist in addressing emerging concerns.
- 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.
- 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

Phase 3 'Protective intervention' corresponds most closely with Families SA Service Plan strategic direction *Intervening protectively*.

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

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 2013-14, 1073 children received intensive family support services. Of the 1073 children, 684 received targeted intervention family support services and 389 received family preservation and reunification services.

### Phase 4: Out-of-home care

Phase 4 'Out-of-home care' corresponds most closely with Families SA Service Plan strategic direction *Children thrive and develop in our care*.

When an assessment has determined that a child cannot safely remain in the care of their parents, that child comes under a care and protection order. At 30 June 2014, 2786 children were on a care and protection order, a decrease of 12 from 30 June 2013. Aboriginal children comprised 29.1% of children on a care and protection order at 30 June 2014.

At 30 June 2014, 2253 children were under the Guardianship of the Minister to 18 years (GOM18) and 324 were under Guardianship of the Minister for 12 months (GOM12). Aboriginal children comprised 28.6% of children on a GOM18 order and 37.3% of children on a GOM12.

Where a child is under a care and protection order, typically we provide out-of-home care for the child. This can be through a range of care options, including kinship, foster or residential care. We work in partnership with a number of non-government agencies across the State in the provision of these care arrangements.

The role of our 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 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, our role is to seek to secure a long-term placement for the child, preferably with 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 365.9 full time equivalent (FTE) 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 number of clients in out-of-home care (OOHC) at 30 June 2014 decreased by 30 to 2648 from 2678 at 30 June 2013. The 2014 figure includes 17 clients over 18 years of age who are still being financially assisted by Families SA.

Aboriginal children comprise 29.9% of all South Australian children in OOHC.

South Australia placed 86.5% of children in out-of-home care in family-based care, that is, living with kin, with foster carers or in some other type of home-based care arrangement. This figure maintains the proportion of children in family-based care reported at 30 June 2013.

While South Australia reported a 2.7% decrease in the number of children in kinship care (1162) in 2014, this figure surpassed the number of children in foster care (1114) for the third consecutive year. South Australia continues to be successful in placing more Aboriginal children in kinship care (422) than in foster care (245). We place more than two-thirds of Aboriginal children in accordance with the Aboriginal Child Placement Principle.



## Families SA Redesign

For many years the South Australian child protection system has not always met the many complex needs of children, families and carers. Families SA has experienced significant growth in notifications and in the number of children coming into out-of-home care, with the number nearly doubling over the last decade. There are now more than 2600 children living in out-of-home care.

As a result of these challenges, in 2012 we examined our operations, looking at our structure, system, processes, workforce configuration and practice to gain a baseline of where we were, and what needs to be done to improve.

By doing this it became clear that more could be done to invest in practice development and staff learning, so we are able to deliver services in a way that meets the changing needs of families and evolving community expectations.

This was realised in the development of the Families SA Redesign. The aim of the Redesign is to transform the operating model to deliver a family-focused child protection system by supporting children and young people to remain in the care of their families whenever it is safe to do so. Where this is not possible, a nurturing family environment is the goal for children in care so that they can flourish and reach their potential.

We are rebuilding the system, structure and processes so that our staff have the confidence, competence and specialised skills that they need to do their work. First and foremost, we are implementing a consistent practice model, Solution Based Casework, across Families SA.

As the guiding practice model for Families SA staff, Solution Based Casework will be used to inform and aid the case management process of families and children. Staff will focus on three key elements when working with families:

- creating a partnership based on problem consensus in language the family understands
- focusing that partnership on the patterns of everyday family life that directly relate to threats to safety
- targeting solutions specific to the prevention skills needed to create safety and reduce risk in those family situations.

The practice model allows for families to be held accountable for their individual and family development by case planning being family-owned and worker-owned. Embedded in this new practice model are Structured Decision Making® and the Complexity Assessment Tool (CAT) assessment tools to guide assessment, case planning, case work and decision-making within the Solution Based Casework practice model.

Dr Dana Christensen, Solution Based Casework developer, has been working closely with us to ensure that this practice model is implemented with maximum fidelity. All Families SA staff have been inducted into the practice model, and have undertaken training in Solution Based Casework dependent upon their classification level. Solution Based Casework training will be an essential requirement for all caseworkers providing case management services to children.



The roll-out of Solution Based Casework commenced in September 2014 for non-government organisations. Initial training in Solution Based Casework has also occurred with community service provider partners, with initial training of 22 non-government organisation-Solution Based Casework certified trainers and over 180 staff throughout September 2014.

Through the Redesign, we are also redeveloping our processes and rewriting procedures to be clearer and so staff have more certainty and direction in their work.

We have restructured our workforce to help deliver more timely services and better support the needs of children and families. This change allows us to focus on three key aspects, namely:

- assessment and support
- protective intervention (incorporating family preservation and reunification)
- guardianship.

We have also commissioned new procedures for protective intervention work, namely in the areas of family preservation and reunification. The emphasis is on working with vulnerable families to increase their strengths and resilience in order to care for their children. This will enable more children to remain safe in their own homes.

Initial training of Families SA protective intervention staff in the final procedures was completed on 13 October 2014.

This is a big change effort that will take a long-term commitment. It will take a number of years to embed this change and for the full benefits for children, families and carers to be realised.



## 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 around 4.5% of the population of children and young people in South Australia. However, Aboriginal children and young people account for 21.6% of children in screened-in notifications and 31.6% of children in substantiations; 29.1% of children on care and protection orders; and 29.9% of all South Australian children in out-of-home care.

Throughout 2014, we have continued to strengthen the cultural proficiency of our practice and improve cultural competency through a range of measures focusing on practice, staff knowledge, service improvements and community engagement.

Senior Aboriginal Families SA staff continue to assess, review and refine the practice tools and resources that are being developed through Solution Based Casework (SBC) to ensure that they are meaningful and appropriate for South Australia's diverse Aboriginal communities.

Aboriginal staff from across Families SA have engaged with the developer of SBC in a two-way learning environment where staff become better equipped with the knowledge and skills to implement SBC; and the developer of SBC is able to learn from Aboriginal staff and adjust the model of practice to align with the needs of Aboriginal families.

Work with the developer of SBC also included developing culturally appropriate resources for families to build their capacity to provide safe and supportive environments and the development of a suite of resources to assist non-Aboriginal staff to effectively engage with Aboriginal families and improve their knowledge and understanding of Aboriginal child protection issues.

In June 2014, the Kangukarendi program, an independently evaluated and evidence-based early intervention program, was expanded and a new Southern Kangukarendi team created. This Aboriginal-specific team is working to assist Aboriginal families in the Southern Metropolitan area maintain safe and supporting family environments, thereby keeping children within their family units and not in out-of-home care.

The strength of the Kangukarendi program also saw an increase in the staffing numbers in the 'original' programs that service the northern and western metropolitan areas.

We changed our structure of Aboriginal service delivery in the metropolitan area through the Redesign program. The creation of Aboriginal Services sees all the metropolitan operational units and the policy / strategy units unified under one structure. This will lead improvement in community services, collaboration, support and cohesion by Aboriginal staff functioning in the metropolitan area.

In September 2014, Families SA launched the reprint of *A Brief History of Laws, Policies and Practices in South Australia that Led to the Removal of Many Aboriginal Children: We Took the Children*. This resource will be widely distributed to assist staff, other agencies and the wider community to improve their knowledge of past issues, policies, laws and practices that related to the history of Aboriginal child protection in South Australia.

Making this resource widely available will assist in the future development and implementation of effective and culturally appropriate child protection policies and practices, as well as support reconciliation through a greater understanding of the impact these policies and practices had on Aboriginal people, their communities and their culture.

## Families SA Service Plan

The Families SA Service Plan was released in 2014. This document sets the future directions for Families SA and outlines the changes to the delivery of child protection services aimed at providing practical assistance to families that focus on their strengths, supports and protective factors.

We aim to ensure that contact with the child protection system benefits children, young people and their families. The plan aligns with the DECD Strategic Plan 2014-2017, particularly through the strategic priority *Improve and integrate child safety*, where Families SA has lead responsibility.

The plan is written in plain English and describes our business and aspiration for children in South Australia in the context of the DECD vision. The legislation that guides our work is described, as is the work we do. The plan provides a clear understanding of our role in child protection and how the community can support us in protecting South Australia's children.

Four service directions set the course for the future work of Families SA. The first of these directions is more outwardly focused in describing how the community and partner agencies can help to keep children safe from harm. The three remaining directions are based on the revised workforce structure introduced as part of the Practice Redesign initiatives.

The service directions are:

- Promoting the protection of children which is about Families SA working with the community and partner organisations to try to keep children safe from harm
- Responding to concerns of immediate safety (equates to Assessment and Support), which is about working with the community and with mandated notifiers to identify children and young people at risk of abuse and neglect

- Intervening protectively (equates to Protective Intervention) which is about Families SA using Solution Based Casework to work in a real partnership with families to create a safe and nurturing family environment for children at risk of abuse and neglect
- Children thrive and develop in our care (equates to Guardianship), which is about providing safe and supportive out-of-home care for children who have been removed from their family environment and supporting these children to reach their full potential.

Each service direction is underpinned by objectives, strategies, success statements and performance measures that provide the roadmap for how the directions will be achieved and we know that we are achieving our aims.

The plan also includes a service enabler, *Safety and quality of services*, which sets out how we can best use our resources to achieve the most effective outcomes in line with strategic objectives.

As well as setting our future directions, the service plan is the starting point for the introduction of a business planning model that allows us to articulate our most important annual actions at the directorate and office level. These actions will be expected to clearly align with a service plan direction or enabler and associated objective and strategy.

Ultimately this will demonstrate a clear line of sight through the planning elements of Families SA as part of DECD.

## Adoptions

Services in the Intercountry Adoption program and the Local Born Child program are provided by placement services within Families SA.

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

The Customer Services Unit of Families SA provides adoption information to eligible parties to past adoptions 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 adoptions – country of origin 2013-14

Country of origin	2013-14
Chile	4
China	1
Korea	1
Lithuania	2
Philippines	1
Taiwan	4
Thailand	1
<b>Total</b>	<b>14</b>

## Services to new and emerging communities

The Commonwealth Guardianship Team provides guardianship case management services to unaccompanied humanitarian minors who settle in South Australia subsequent to being issued with humanitarian visas. The team trains and supports foster carers to care for children and young people from a refugee background who arrive in Australia without a relative. The Community Development Team conducts cultural consultations through community development activities to assist new and emerging communities to build capacity to look after these children.

### Unaccompanied humanitarian minors 2013-14

Country of origin	2013-14
Afghanistan	29
Angola	1
Bhutan	4
Congo	5
Eritrea	4
Iran	1
Iraq	2
Liberia	7
Sierra Leone	8
Sri Lanka	2
Sudan	4
Thailand	1
Vietnam	2
<b>Total</b>	<b>70</b>

## Specialist support services

### Psychological services

Psychological Services is a business unit that 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.

### Family support services

Families SA is responsible for providing family support services, including targeted intervention, family preservation and reunification services through the Protective Intervention hubs/teams. These are further complemented by funded NGO services.

Family support 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.

## 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.

As a part of this commitment all children and young people in care are able to access an individual education plan (IEP) to assist them participate in and gain the full benefits of schooling. This process has assisted 934 children and young people in 2014 and will continue to provide educational plans while the One Child One Plan process is in the final phase of development and implementation.

A reception was held for 38 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 Year 12. Of these, 26 Year 11 students and 12 Year 12 students attended.

## Families SA structure overview

As discussed, during 2014 we continued to restructure our workforce to help deliver more timely services and better support the needs of children and families. This change allows us to focus on three key aspects, namely:

- assessment and support
- protective intervention (incorporating family preservation and reunification)
- guardianship.

Families SA is overseen by a deputy chief executive who takes lead responsibility for child safety as executive director of the Office for Child Safety. The major reorganisation has taken place in the metropolitan directorate with offices aligned to the functions of assessment and support; protective intervention; and guardianship in northern, central and southern regions.

### 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.

## Families SA operations

Direct service delivery as at December 2014 was provided under the executive director, Families SA Operations, comprising four directorate-level areas, led by:

- Director, Metropolitan
- Director, Country
- Director, Residential Care
- Principal practitioner.

## 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
- supporting children under guardianship of the minister to achieve best outcomes
- working with other parts and levels of the government and community.



## Metropolitan services

### Assessment and support hubs

Families SA works with the community and with mandated notifiers to identify children and young people at risk of abuse and neglect. We are continuing to explore ways that make it easier to notify us about concerns of child safety. This includes better telephone systems and online using the computer. We also need people to understand that it is their responsibility to tell us about their concerns. If we do not know children are unsafe, we cannot help them.

We know that when people tell us about their concerns they expect us to act quickly and effectively. It is up to Families SA to assess the likelihood of abuse or neglect and take appropriate action to stop this happening. We will be coordinating our intake, investigation and assessment so we can better follow up with people who tell us about their concerns. This will allow us to gather information so that we can make the most appropriate decision about the child's safety and for any ongoing investigation. We will be able to refer families to the most appropriate service to help them at any time from this first contact.

If we assess a child to be safe we do not need to act. If a child is unsafe, we will intervene to make sure the child is safe. On most occasions we can help families make sure children are safe and they can stay in the family environment. Sometimes children have to be removed from their family. No decision is taken lightly but what is most important to us is the safety of children and young people.

The following offices are designated assessment and support hubs:

- Central Assessment and Support Office (Adelaide)
- Northern Assessment and Support Office (Elizabeth)
- Southern Assessment and Support Office (Noarlunga).

## Protective intervention hubs

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 protective intervention is to strengthen families so that children can be supported to remain at home.

Family preservation services are provided to vulnerable families where children are identified as at risk of entering state care. They are designed to work intensively with families for short periods and assist families to overcome safety and risk concerns for their children while maintaining children at home within the birth family.

Reunification services are provided to families when children are removed from the birth family due to safety or risk concerns that cannot be mitigated while the children remain in the care of the parents. Children are placed outside of the family home and holistic services are provided to mitigate the risks achieve safety and reunify children with their birth families.

The following offices are designated protective intervention hubs:

- Northern Protective Intervention Office North-eastern (Blair Athol)
- Southern Protective Intervention Office (Aberfoyle Park).

## Guardianship hubs

Safe, supportive and stable out-of-home care is the foundation for ensuring that children in care thrive and develop. Out-of-home care may be for only a short time while children and their family receive the support needed to provide a safe and supportive environment. It may be for a longer time, even up to the age of 18 years.

When identifying appropriate out-of-home care, we will work for timely placements of children and young people with relatives or kin. Where this is not possible, children and young people will be placed with foster carers trained and supported to provide safe and caring homes. We understand that there are times when a child's best interests are served by the care and protection provided in fully supportive residential care and will offer placements of choice for this option.

Beyond simply protecting children, we understand how important it is for children and young people to reach their full potential. We want children and young people to complete their schooling to as high a level as possible because a good education is the foundation for later success in life, to be physically and psychologically healthy, to remain connected to their extended families, cultural heritage and social environments, and to be prepared to enter the workforce. This will set the groundwork to ensure successful outcomes for children and young people in our care and beyond throughout their life.

The following offices are designated Guardianship hubs:

- Central Guardianship Office (Woodville)
- Southern Guardianship Office (Marion)
- Northern Guardianship Office (Salisbury).

## Country services

Country Families SA offices provide assessment and support; protective intervention; and guardianship functions within each office. Country service offices are overseen by the Assistant Director, Northern and Assistant Director, Southern.

### Distribution of the offices and specialist services is as follows:

#### Northern

- Port Augusta
- Port Lincoln
- Ceduna
- Coober Pedy
- Whyalla
- Psychological assessments, therapy and interventions (statewide service)

#### Southern

- Mount Barker
- Port Pirie/Kadina
- Limestone Coast
- Riverland
- Kinship Care program (statewide service)
- Financial counselling and support (statewide service)
- Country Case Management Support Team and interventions.

## 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.



# Dame Roma Mitchell Trust Fund and Scholarships for Children and Young People

## Strategic priority:



### Improve health and wellbeing

## Dame Roma Mitchell Grants

The Dame Roma Mitchell Trust Fund for Children and Young People provides grants to eligible applicants, aged 1-29 years of age (inclusive), to achieve personal goals and to contribute to their health, wellbeing and for developmental opportunities.

DECD provides the operational/administration support for the DRMTF and the advisory board (of which all members are volunteers and receive no remuneration). The Office of the Public Trustee manages the trust funds. Two funding rounds are held annually, in February and September.

During 2014, the DRMTF distributed \$127 685 through 124 grants. Of these grants, 57 were to young people who had never applied previously; 32 grants were for children and young people who identified as having a disability (grants to the value of \$32 096); and 13 grants were for children who identified as still being under a guardianship of the Minister (GOM) order.

DRMTF relies solely on interest on investments and individual donations for its sustainability. All State Government agency employees were invited to donate through 'workplace giving' (pre-tax donations through payroll deduction).

Further promotion of this opportunity will occur in 2015.

DRMTF's chief donors for this year were one of the whole-of-government stationery suppliers, Staples Australia, which generously donated a percentage of DECD corporate sales to DRMTF, and local company, HenderCare Foundation.

For more information, including the DRMTF 2013-14 Annual Report visit [www.decd.sa.gov.au/drmtrust](http://www.decd.sa.gov.au/drmtrust)

## Dame Roma Mitchell Scholarships

The Dame Roma Mitchell Scholarship began 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 54 Aboriginal Year 10 students throughout their senior secondary years to achieve their SACE and bring them closer to their future aspirations and career goals.

In 2014, six students were recipients of the Dame Roma Mitchell Scholarships. The recipients included five students from country areas, and one from the metropolitan area.

Since 2010, 22 (71%) of recipients have been from regional South Australia.



## CHAPTER 04

### Strengthening early childhood development and education: **Birth-5+**

## Executive summary

### Children's centres for early childhood development and parenting

Since 2005, South Australia has been developing a network of children's centres for children from birth to age five and their families. As at December 2014 there were 42 children's centres completed and operational. Six new services were officially recognised or opened in 2014.

### Quality early childhood services

Eighty-seven government preschools (approximately 23% of the total number of DECD preschool services) were rated at Meeting National Quality Standard or higher. Nationally, at the same time, 64% of services were Meeting or Exceeding the National Quality Standard, compared with 90% of rated DECD services.

### Listening to children's voices

During 2014, a three-part Better Together documentary resource was completed, showcasing the involvement of more than 1000 South Australian children and young people participating in the de Lissa Chair Children's Voices research project.

### The Blue Book - 90-day Change@SA project

The Blue Book (official name, South Australian Child Health and Development Record) is distributed to all parents when a child is born. During 2014, DECD led a project focusing on how the Blue Book can be used as a tool to strengthen the partnership between families, educators and health staff to improve a child's health and development outcomes.

### Child and Family Health Service

During 2013-14, 18 890 babies received a 'universal contact' visit from the Child and Family Health Service. The Family Home Visiting program has supported 10 204 families since 2004 and in 2013-14, 1670 families were actively involved in the program, including 1215 new families. During 2013-14, the Universal Neonatal Hearing Service screened 19 345 babies and there were 50 babies who were identified as having a permanent childhood hearing loss. Parenting SA updated 10 of the 65 Parent Easy Guides for the general community, developed two new PEGs, distributed 232 150 PEGs on request, and distributed 19 733 'Right from the Start' first reading books to new parents in SA.



## Introduction – the early years

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 '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.

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 38 (Chapter 1).



## Early years curriculum

### Strategic priority:



#### Higher standards of learning achievement

During 2014, the B-8 Early Years Curriculum team consulted with key stakeholders to identify the professional learning required to best position preschools in their quest to exceed the National Quality Standard and for schools to realise the implications of the new enrolment policy of *Same first day*.

Transition to school is seen as a major determinant of a child's future learning and life pathways. The government's *Same first day* policy change provided a unique opportunity to focus on children and families experiencing transition.

DECD developed a set of resources to support educators in preschools and schools to plan for positive transition experiences for children and families. The Transition to School resource was distributed to sites in May 2013.

### Nature play outdoor early learning environments

DECD is working collaboratively with the Department of Premier and Cabinet, Natural Resource Management and Nature Play SA in a project to establish outdoor learning environments. DECD is supporting sites to connect the learning with the outdoor learning environment. In 2014, data was gathered from each of the five trial preschools in order to gather a 'snapshot' of children's current level of involvement and educator pedagogy.

### National Quality Standard

The National Quality Standard, Quality Area 1 (QA1) Educational Program and Practice project was undertaken in terms 2 and 3 of 2014. The project examined developing a common set of behaviours/indicators to guide best practice and included 13 sites across South Australia including metropolitan, country, standalone and school-based preschool programs that achieved an 'exceeding' rating in QA1, educational program and practice.

## ECD local partnerships – early childhood leaders established

### Strategic priorities:



**Higher standards of learning achievement**



**Build a better system**

'Early childhood leader' positions were established at the beginning of 2014 to provide early childhood leadership expertise within local education and child development (ECD) partnerships. The early childhood leaders provided curriculum and pedagogical expertise to DECD preschools and early childhood services and will continue to support them in 2015 in their progress towards exceeding the National Quality Standards.

A grant to preschools for targeted professional learning as part of the Early Literacy Learning Strategy 2012-2014 enabled preschool educators to focus on how the use of Reflect, Respect, Relate and the Early Years Learning framework support improvement in the context of the National Quality Standard.

Support has built on existing pedagogy and practice through workshops, presentations and coaching practices covering curriculum aspects such as planning for learning, assessment for learning, learning through play, cultural competence, and continuity of learning and transitions.

## Quality reform, early childhood services

### Strategic priorities:



**Higher standards of learning achievement**



**Build a better system**

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

A key focus of the system is to promote quality improvement. Seven Quality Areas (QAs) are externally assessed and rated:

- QA1 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.

Eighty-seven government preschools are included in the following rating summary as at 30 November 2014. This represents approximately 23% of the total number of DECD preschool services. Approximately 31% of rated preschools are school based, and 69% are standalone service types. Three per cent of DECD family day care schemes have also been rated.

Nationally, at the same time, 64% of services were Meeting or Exceeding the National Quality Standard whilst 90% of DECD services were rated at Meeting NQS or higher.

South Australia has six services rated at 'Excellent', sharing the lead with Queensland with the highest number of services rated at this level when comparing nationally. 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 that 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.

## Early childhood project

### Strategic priority:



#### Higher standards of learning achievement

Throughout 2014, DECD progressed the recommendations from the former Thinker in Residence, Professor Carla Rinaldi in her report *Re-Imagining Childhood – The Inspiration Of Reggio Emilia Education Principles In South Australia*. This year South Australia was granted membership into the Reggio Children Loris Malaguzzi Foundation for three years, providing the State with opportunities to establish a continuous research, professional development and networking relationship with Reggio Children.

A meeting between strategic partners was convened by DECD to develop a governance model and to identify key outcomes for the South Australian Collaborative Early Childhood project. Additionally, the State has committed to organising annual study tours for South Australians over the next three years; the first will occur in October 2015.

The Collaborative Early Childhood project is a cross-disciplinary project involving pedagogical leaders from across education and care sectors as well as other disciplines directly impacting on South Australian children. This work contributes towards the vision of South Australia being a place recognised nationally and internationally as a family and child-friendly state – a great place to live and raise healthy and creative children who have the best chance to learn and become confident and successful adults.



## Preschool outdoor learning areas

### Strategic priorities:



Higher standards of learning achievement



Improve health and wellbeing

In March 2014 the South Australian Government committed to providing more opportunities for children to play outdoors, be more active, learn new skills and connect children with nature through the redevelopment of 20 government preschools outdoor learning areas across the State over the next four years.

This initiative responds to the increasing concerns about the disconnection between children and nature, risk-averse approaches to play, sedentary technology experiences and lack of time for unstructured outdoor play, and their likely negative consequences for children's long-term health and wellbeing.

During 2014, the first five sites selected consulted with their children, families and their local community to design a culturally appropriate environment that:

- demonstrates the philosophy and practice of nature play in outdoor learning environments
- is a space that fosters interaction, autonomy, explorations, curiosity and communication and offered as a place for children and adults to research together
- is open to families in their local community.

The redevelopment of these sites will be finalised in July 2015 and each of the sites will support other preschool educators across the State to actively engage children, families and the local community in connecting with nature.

The project will deliver an additional five redeveloped preschool outdoor learning areas in 2016, 2017 and 2018.





## de Lissa Chair 'Children's Voices' research partnership

### Strategic priority:



#### Improve health and wellbeing

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.

Professor Pauline Harris is South Australia's second de Lissa Chair, and under a unique employment arrangement with the department and University of South Australia, she 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.

During 2014, a three-part Better Together documentary resource was completed, showcasing the involvement of more than 1000 children and young people.

The Children's Voices research project was also extended to focus particularly on children and young people living in priority circumstances, including 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

### Strategic priorities:



Higher standards of learning achievement



Improve health and wellbeing

### Children in education and care services birth to 12+ years of age 2012-2014

Operated, funded or sponsored by DECD in 2014			
Service <sup>1</sup>	2012	2013	2014
<b>Preschool <sup>2</sup></b>			
Government-provided preschool services	17 890	18 378	17 685
Non-government grant-funded services	3307	3486	3011
Children's centres	2447	2746	2489
Integrated centres	2030	1690	736
Playcentres	419	330	437
Family day care <sup>3</sup>	10 232	8990	9000
Rural care	334	353	330
Occasional care	2490	2722	2884
Learning Together @ Home	1300	1662	1790
<b>Not operated by DECD</b>			
Out of school hours care	Data not avail from DoEd	Data not avail from DoEd	Data not avail from AGDE
Vacation care <sup>4</sup>	not avail	not avail	not avail
Childcare centres	Data no longer housed in DECD from 1-1-12	Data no longer housed in DECD from 1-1-12	Data no longer housed in DECD from 1-1-12

#### Notes:

1. This table covers services for children and young people ranging in age from birth-12.
2. 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.
3. As at 30 June 2014 this was the number of registered children across all DECD family day care schemes recorded at the DECD FDC Business Centre.
4. DECD funds one vacation care service.

Note: Data for SA child care centres and OSHC/vacation care services registered under the Education and Care Services National Law has been housed by the Education and Early Childhood Services Registration and Standards Board SA from 2012.

Source: Report: LSR4001 Org Unit Multi-line Report, Category: Preschool, DEPT (Incl. CS)

**Childhood education and care services birth to 12+ years of age 2012-2014**

Operated, funded or sponsored by DECD in 2014			
Service <sup>1</sup>	2012	2013	2014
<b>Preschools</b>	<b>429</b>	<b>501</b>	<b>525</b>
Government-provided preschool services	Not previously reported	391	391
Non-government grant-funded services	Not previously reported	110	134
Children's centres	25	36	42
Integrated centres	20	21	17
Playcentres	32	30	28
Family day care <sup>2</sup>	12	12	12
Rural care	13	13	13
Occasional care	86	87	89
Learning Together @ Home	12	12	12
<b>Not operated by DECD</b>			
Service <sup>1</sup>	2012	2013	2014
Out of school hours care	340	346	353
Vacation care <sup>3</sup>	259	255	257
Childcare centres	Data no longer housed in DECD from 1-1-12	Data no longer housed in DECD from 1-1-12	Data no longer housed in DECD from 1-1-12

## Notes:

1. This table covers services for children and young people ranging in age from birth-12.
2. As at 30 June 2013 this was the number of family day care schemes recorded at the DECD FDC Business Centre.
3. DECD funds one vacation care service.

Note: Data for SA child care centres and OSHC/vacation care services registered under the Education and Care Services National Law has been housed by the Education and Early Childhood Services Registration and Standards Board SA from 2012.

Source: Report: LSR4001 Org Unit Multi-line Report, Category: Preschool, DEPT (Incl. CS)

## Children's centres for early childhood development and parenting

Since 2005, South Australia has been developing a network of children's centres for early childhood development and parenting (children's centres) for children from prenatal to age five, 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 has established 42 children's centres across metropolitan and regional South Australia. This includes 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 focus on children's learning and development within the context of their family and community. 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.

### Achievements in 2014

Six new centres were officially recognised or opened in 2014 bringing the total completed and operational children's centres to 42 across the State.

The partnership between DECD and SA Health was expanded to deliver midwifery-led antenatal services at Trinity Gardens Children's Centre. The five services operating across metropolitan Adelaide are 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.

Work began to provide increased early childhood allied health services, social work and more developmental screening services for young children.

## Awards and recognition

### Allied health program Premier recognition

The Allied Health In Children's Centres program was recognised in 2014 by the Premier for its outstanding contribution to the public sector.

### Ingle Farm Children's Centre Council of Educational Facility Planner International Awards

Ingle Farm Children's Centre received a commendation in the Council of Educational Facility Planners International Awards and was praised by judges as a "beautiful natural learning space". A number of educational facilities were nominated, including Taikurrendi Children and Family Centre.

### Children's Week Awards

Parks Children's Centre was awarded the Children's Week Play Award by the Children's Week Association of SA. The award recognises significant contributions to the development of children's play.

### Our big backyard

Our Big Backyard is a nature-based play program encouraging children under 12 to 'get back to nature'. A pilot of the program, developed in partnership between Aldinga Beach Children's Centre, City of Onkaparinga and the Natural Resource Management Board, encourages family connectedness through play and exploration, and use of and care for the natural environment. The innovative project won a Children's Week Award from the Children's Week Association of SA, for its contribution to the needs, interests and welfare of children.

### Global network of peace schools

Early in 2014 Parafield Gardens Children's Centre celebrated becoming a Global Peace School. The centre is the very first early childhood service in Australia to achieve this and joins a worldwide network of schools and students all working towards peace. This meant adapting the Global Peace School ideas to fit the early years curriculum and setting a precedent for other early childhood services to follow.

## Children and family centres

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:

- Taikurrendi Children and Family Centre at Christies Beach
- Ngura Yadurim Children and Family Centre at Ceduna
- Gabmididi Manoo Children and Family Centre at Whyalla
- Ernabella Children and Family Centre at Ernabella.

## Family day care

Family day care offers families 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 flexible care including during normal business hours, before and after school, school holidays, overnight and weekend.

Educators can care for up to four children not at school, with up to seven children in total, including school-age children.

Small group care means children easily build relationships with other children and the educator. Family day care also provides the opportunity for siblings to be cared for together.

As at 30 June 2014, DECD sponsored 12 family day care schemes with 757 registered educators caring for 9000 registered children.

During 2014, Hills Murraylands Family Day Care was the winner of the South Australian Excellence in Family Day Care Coordination Unit of the Year awarded by Family Day Care Australia. An educator from Far North Family Day Care was the winner of the South Australian Excellence in Family Day Care Educator of the Year awarded by Family Day Care Australia. Southern Districts and Southern Vales Family Day Care were awarded an OPAL Community Award for their commitment to improving the health and wellbeing of children in the local community.

Central Metro Family Day Care won \$1000 cultural resources for children for demonstrating their commitment to diversity in a fun and creative way.



## Intervac

Intervac funding is provided by DECD to approved out of school hours 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 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 2013 up to and including October vacation care 2014, 70 services accessed this funding to provide care for 281 children. A total of 18 912 hours of subsidised care was funded through this initiative.

Port Lincoln Aboriginal Community Council's Gidja Club vacation care service is also funded by DECD for 75 childcare places to operate 48 vacation care days per year.

## Out of school hours care (OSHC) 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 helping 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.

In 2014 the DECD *Out of school hours care* policy led to an increase in access to OSHC services assisting families to manage the competing demands of work, study and family.

Also during 2014, DECD established a panel of approved OSHC third-party providers. Fifteen sites during 2014 established an OSHC service by engaging a third-party provider or transferred an existing service to a third-party OSHC provider. DECD also established an industry advisory group, which meets biannually.

The department provided support to school governing councils and principals to navigate through a secondary procurement process to engage a third-party OSHC provider and actively manage their licence and services agreement. DECD will continue to develop and review a range of support documents to assist sites and providers. DECD will also continue to review and amend the panel deed and licence and services agreement as required and has now reviewed the OSHC policy and procedures for the provision of OSHC on DECD sites.

## Playgroups in Schools (PinS)

The Playgroups in Schools project was developed as a response to the Numeracy and Literacy Strategy Birth-18, launched in 2013. One of the strategies, A Great Start, includes increasing the number of supported playgroups so that more families have access to regular, play-based early learning activities with a focus on numeracy and literacy development.

The PinS playgroups were designed to build on the Learning Together approach to working with families. Learning Together is a program for families with children aged birth to three, which has operated in South Australia since 2003. This project also includes a partnership with Playgroup SA, which was engaged to support the schools in the formation of playgroups.

There were 58 PinS playgroups operating in 2014, 30 of those were in their second year of operation and the balance of those in their first year of operation. As at the end of Term 3, 2014 there were 977 families with 1270 children attending these playgroups.

In surveys conducted with principals and playgroup leaders there was strong support for the project, with 100% of principals saying that partnerships with families have increased and 100% of playgroup leaders saying that learning outcomes have been positive for families and children.



# Implementing the 'My Health and Development Record' (Blue Book) into early childhood services

## Strategic priority:



### Improve health and wellbeing

The Blue Book (official name, South Australian Child Health and Development Record) is distributed to all parents when a child is born. The Blue Book focuses on the role of the parents and provides a record (retained by the parent) that summarises information in relation to a child's growth, development and health.

During 2014, the department led a 90-day Change@SA project, focusing on how the Blue Book can be used as a tool to strengthen the partnership between families, educators and health staff to improve a child's health and development outcomes by having a common understanding and language of the developmental milestones.

Five trial sites participated in the project, which developed strategies and initiatives, using the Blue Book, to demonstrate how the education and health sectors working collaboratively can result in:

- staff in health and education, along with families, sharing a common understanding and language of the key early childhood developmental milestones
- supporting families and children in their developmental journey
- engaging families in regularly using their Blue Book to track and record their child's development and immunisations
- improved access to referral pathways to ensure that children receive the services they need in a timely manner
- children with a developmental delay being identified earlier so supports are put in place in the first three years – the time when the best outcomes for the child can be realised.

The systemic use of the Health and Development Record across the early childhood services in South Australia will support staff and families to identify and discuss how children are tracking developmentally and where required will enable families to access a range of services to support early intervention.

# Child and Family Health Service

## Strategic priority:



### Improve health and wellbeing

## 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. Consistent with this, and with the launch of the Every Chance for Every Child Framework in SA in 2003, South Australian parents are offered a 'universal contact' visit with a community child and family health nurse.

The 'universal contact' visit is comprehensive, responding to the needs of the parents at the time of the visit (particularly feeding and settling their baby), providing information regarding ensuring a safe environment for the baby (including safe sleeping arrangements), and linking the family in with local and ongoing community supports and services. With the known incidence of postnatal depression, screening for this and for other factors that may impact on a mother's wellbeing and/or baby's development, is undertaken by the nurses.

The nurse then discusses with the family the supports that are available in the local community, including linking in with the local general practitioner. For the 2013-14 financial year, 18 890 babies received a universal contact visit from the Child and Family Health Service.

## Family home visiting

Family Home Visiting is a two-year preventative parenting program that has been progressively rolled out across the State since 2004-05. The program is offered to eligible families identified by Child and Family Health Service 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 10 204 families since 2004.

As at 30 June 2014, 1670 families were actively involved in the program. More than 4083 families have successfully completed the two-year program, with 630 families completing during 2013-14. This year, 1215 new families joined the program.

An external evaluation of the program identified that its level of effectiveness in engaging with 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 internationally and nationally.

Additional research has been undertaken to look at alternative models for family home visiting, both within Australia and overseas, in order to identify opportunities for improving outcomes for client families.

## E Mums program

Funding was awarded in 2011 by the National Health and Medical Research Council to establish a partnership between the Women's and Children's Health Network, Research and Evaluation Unit and the Child and Family Health Service to develop and evaluate an 'e Mums' internet-based support program for new mothers.

The 'e Mums' 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-moderated 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.

The trial is 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.

A total of 819 mothers were enrolled in the randomised controlled trial, with a high retention rate (currently 93%). Three-hundred and ninety mothers were enrolled in the intervention group, all of whom have now completed the six-month e Mum's program. All baseline assessments have been completed. Collection of the nine-month post-intervention follow-up assessment began in November 2013, and 479 assessments have been completed to date. Collection of the 15-month post-intervention assessment began in May 2014. In addition, an audit of 25 mothers for the purpose of improving the usability of the website was conducted in September 2013.

Initial data analysis has shown that mothers reported high levels of satisfaction with the program and have indicated that, among other aspects of the program, they appreciated the ease of accessing online support, the tailored information provided by the nurses and the parenting resources, and their shared experiences with other new mothers. This satisfaction is reflected in the high level of engagement throughout the six months of the program.



## Universal Neonatal Hearing Service

The Universal Neonatal Hearing Service has been operating since 2006 in South Australia and aims to screen all babies in order to maximise early detection of permanent childhood hearing impairment. The process currently provides a three-stage hearing screening program for all well infants.

The hearing screening program has recently been reviewed and the recommendations included updating the current fleet of equipment and adopting a two-stage process, with the initial screen performed in the birth hospital or by community midwife, and the second screening performed within the community setting.

The new process will align with the two-stage Automated Auditory Brainstem Response process, recommended by the National Framework for Neonatal Hearing Screening.

The procurement process for the new screening equipment to replace the current ageing equipment took place in 2014. The new system will allow each birthing hospital and community services including community midwifery programs and Child and Family Health Service sites to have up-to-date, efficient screening equipment. There was comprehensive training statewide during August 2014 and the new equipment and process was implemented in September 2014.

During 2013-14, the Universal Neonatal Hearing Service screened 19 345 babies with a completed hearing screen. There were 50 babies identified as having a permanent childhood hearing loss.

## Strong Start

This pilot program has been operational since 2013. It aims to engage with women in the antenatal period living in the Playford Council area who present to the Child and Family Health Service with significant and complex issues.

The program complements the universal contact visit and the Family Home Visiting program and is currently supporting 55 families.

The State Government in March 2014 committed a further \$800 000 to develop and implement the Strong Start program in the Southern Adelaide metropolitan region. The extension to the South was operational by February 2015.



## Parenting SA

Parenting SA was established in 1996 to build on the quality of parenting in South Australia. It supports parents in their important role by making information about best practice parenting widely and easily available in the community; supporting reading with babies from birth; and building the capacity of community agencies to build parenting skills. Effective parenting is a key factor in the health, wellbeing, learning and life outcomes for children and young people.

Parenting SA produces Parent Easy Guides (PEGs) on a wide range of parenting topics from birth to 18 years. PEGs are developed in consultation with topic experts from a range of government and non-government agencies, are evidence-based and regularly reviewed and updated. Feedback from consumers shows they are clear and easy to understand. There are 65 Parent Easy Guides for the general community, 12 specially developed for Aboriginal families, and five in five community languages for new migrant families. PEGs are free in SA and available through health, education and community services as well as the Parenting SA website.

Parenting SA also:

- provides parenting information to the community through free parenting seminars delivered at venues across Adelaide and the outer suburbs
- supports reading with babies from birth by providing all new parents in SA with a free book specially designed to share with babies. 'Right from the Start' is distributed through the universal contact visit undertaken by the Child and Family Health Service within the first few weeks of birth
- provides an annual small grant program that supports community agencies to undertake activities that build parenting knowledge and skills.

During 2013-14, Parenting SA:

- reviewed and updated 10 of the 65 PEGs for the general community
- developed two new PEGs on 'Safe technology use' and 'Time in: Guiding children's behaviour'
- distributed 232 150 PEGs on request
- distributed 19 733 'Right from the Start' first reading books to new parents in SA, including 1905 Aboriginal
- delivered eight free parenting seminars, with 1267 parents attending
- awarded small grants to 29 community agencies.



## Focusing on Aboriginal children (early years – preschool-aged children)

### Strategic priorities:



Higher standards of learning achievement



Engage children, families and communities

### Starting out right

The Starting Out Right project was developed to improve the health, development, learning and wellbeing of Aboriginal children through a series of parent workshops.

There are two sections to the project:

- Families Learning, which works with Aboriginal parents to focus on improving health, development, learning and wellbeing of young Aboriginal children
- Together we are Strong, which works with schools and preschool leaders to design and deliver local literacy workshops to Aboriginal parents and caregivers on listening to reading, understanding NAPLAN or other appropriate parent support programs.

### Preschool enrolments of Aboriginal children, 2005-2014



Source: DECD Preschool Staffing Data Collection, Term 2, 2005-2014. Annual Children's Services Census 2014

The series of parent workshops aimed to:

- ensure all Aboriginal children have a great start in their literacy and numeracy learning
- work with Aboriginal families using research from neurosciences on how children learn best at different ages and stages
- build the capacity of Aboriginal parents to benefit from strong partnerships between early childhood settings, school and families
- build the literacy and numeracy knowledge of Aboriginal education support personnel within DECD and empower them to link the learning of schooling with Aboriginal parents
- support preschools and schools to build parental literacy and numeracy knowledge and skills so they can support the learning of their children through the individual learning plan process and basic literacy and numeracy skills.

The workshops included the following:

- *All about learning*
- *Families matter*
- *Achieving the best with an individual learning plan*
- *Yarning numbers*
- *Listening to reading – Early and primary years*
- *yarning and YARNING – Literacy in the secondary school*
- *iPad training junior and senior*
- *Transition between years of schooling.*

The Starting Out Right project also resulted in the formation of a successful after-school Aboriginal Reading Club attended by Aboriginal families in the western metropolitan region, which provides opportunities for families and their children to access professional literacy support in print and e-learning environments.

## Aboriginal early childhood workers traineeship program

DECD is committed to 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.

In April 2013, the department launched the Aboriginal early childhood workers traineeship program. The program offered seven 12-month traineeships to Aboriginal people to undertake a Certificate III in Children's Services and work in an identified DECD preschool. TAFESA provided the vocational education component of the program.

The six trainees completed their study and graduated in 2014. All six trainees have gained a further one-year employment contract at their DECD sites.

## Disability: Programs for preschool-aged children with additional needs

### Strategic priorities:



Higher standards of learning achievement



Engage children, families and communities

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 are part of the SA Government strategy of Every Chance for Every Child.

For details about how DECD meets the needs of young children with a disability, see page 54 (Chapter 1).

### 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 2014 the program provided support to 3,818 preschool children whose additional learning needs included Autism, Global Developmental Delay, speech and/or language delays, physical impairment, hearing and vision impairment or challenging behaviour.



## CHAPTER 05

### Supporting development in the primary years: **Age 5+ -12+**

School of  
Languages

## Executive summary

### National Assessment Program, Literacy and Numeracy

NAPLAN commenced in 2008 and since then, South Australia's results have remained relatively stable with no materially significant trends emerging. Our State's position relative to other states and territories is also similar from year to year. Likewise the results for each year-level group from year to year are relatively stable. In 2014, more than 87.1% of all students across all tested domains achieved at or above the minimum standard.

### Aboriginal strategies – primary years

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 2014, 367 schools received Aboriginal Program Assistance Scheme (APAS) funding to support 3030 Aboriginal students in primary and secondary schools in South Australia. APAS funding targeted an additional 306 Aboriginal students in Year 4, who did not meet benchmarks in the previous year NAPLAN testing.

### Innovative Community Action Networks (ICANs)

ICANs cater for young people who are disengaged from school and each young person at risk has the support of an individual case manager. In 2014, 645 students in the upper primary school year levels received intensive personal case management for the whole year. In 2014, 228 students who had been receiving intensive case management support in 2013 in Year 7 had their case management continued over the school holiday period and for the first semester of Year 8. Schools report that this initiative has been significant in helping vulnerable students successfully transition and achieve in secondary school.

# Introduction – the primary school years

## Strategic priorities:



**Higher standards of learning achievement**



**Right service at the right time**

Children's primary school years encompass the period from age six to around 12 years old. The primary years span Reception to Year 7 and primary years students are taught in a range of class settings, including composite and multi-age classes.

The Australian Curriculum describes what primary school students are taught in the areas of English, mathematics, science, humanities and social sciences, the arts, health and physical education, technologies and languages.

In each of these areas, the Australian Curriculum sets out the core knowledge, understandings, skills and capabilities considered important for all Australian students.

## 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.

### Children in education and care services birth to 12+ years of age 2012-2014

Operated, funded or sponsored by DECD in 2014			
Service <sup>1</sup>	2012	2013	2014
Family day care <sup>2</sup>	10 232	8990	9000
Rural care	334	353	330
Not operated by DECD			
Out of school hours care	Data not avail from DoEd	Data not avail from DoEd	Data not avail from AGDE
Vacation care <sup>3</sup>	Not avail	Not avail	Not avail

Notes:

1. This table covers services for children and young people ranging in age from 5-12.
2. At 30 June 2014 this is the number of registered children across all DECD family day care schemes recorded at the DECD FDC Business Centre.
3. DECD funds one vacation care service.

Note: Data for SA child care centres and OSHC/vacation services registered under the Education and Care Services National Law has been housed by the Education and Early Childhood Services Registration and Standards Board SA from 2012.

Source: Report: LSR4001 Org Unit Multi-line Report, Category: Preschool, DEPT (Incl. CS)



## NAPLAN targets – South Australia's Strategic Plan

### Strategic priority:



#### Higher standards of learning achievement

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008. Children in school years 3, 5, 7 and 9 are tested annually on aspects of literacy and numeracy. The results of these tests are provided to parents and schools. Combined NAPLAN results for individual schools are also available on the Australian Government MySchool website ([www.myschool.edu.au](http://www.myschool.edu.au)).

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

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.

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

## NAPLAN reporting

### NAPLAN 2014 – all students

Year	Aspect	At or above minimum standard (%)	Above minimum standard (%)	High proficiency bands (%)
3	Reading	91.8	81.8	41.2
	Persuasive writing	91.8	81.8	29.2
	Numeracy	93.2	80.5	26.9
	Spelling	91.3	80.4	38.3
	Grammar	92.0	82.4	40.8
5	Reading	91.6	78.4	28.8
	Persuasive writing	87.1	70.0	11.6
	Numeracy	91.8	74.0	17.4
	Spelling	91.3	77.9	28.9
	Grammar	91.5	78.5	29.6
7	Reading	95.0	81.5	25.5
	Persuasive writing	88.1	68.5	14.4
	Numeracy	94.8	78.5	22.1
	Spelling	91.4	78.7	28.0
	Grammar	93.0	78.3	25.4

### NAPLAN 2014 – Aboriginal students

Year	Aspect	At or above minimum standard (%)	Above minimum standard (%)	High proficiency bands (%)
3	Reading	69.6	47.4	12.3
	Persuasive writing	70.7	47.7	6.3
	Numeracy	71.7	43.4	6.2
	Spelling	69.8	49.9	15.0
	Grammar	65.7	44.8	11.4
5	Reading	65.6	42.0	6.5
	Persuasive writing	58.2	34.2	2.3
	Numeracy	66.9	38.3	2.2
	Spelling	72.1	49.6	10.2
	Grammar	63.8	39.1	6.0
7	Reading	80.3	50.8	5.7
	Persuasive writing	60.4	33.7	2.7
	Numeracy	80.3	44.2	3.7
	Spelling	75.8	55.3	9.1
	Grammar	73.3	43.7	4.4

#### 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: 2014 NAPLAN report

## Aboriginal strategies – primary years

### Strategic priorities:

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**Higher standards of learning achievement**



**Improve health and wellbeing**



**Right service at the right time**

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### 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-teacher interviews.

### Aboriginal Programs Assistance Scheme (APAS)

Aboriginal Programs Assistance Scheme provides funding to schools for the employment of tutors to support students in their academic achievements. For details see page 50 (Chapter 1).

In 2014, 367 schools received APAS funding to support 3030 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 410 Year 1 students, 497 Year 2 students, and 405 Year 3 students received this funding support.

APAS funding targeted an additional 306 Aboriginal students in Year 4, who did not meet benchmarks in the previous year NAPLAN testing.

APAS funding also targeted 1412 Aboriginal Year 11 and 12 students for SACE retention and completion.

## 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 planning and monitoring approach for all Aboriginal students for their school journey, from Reception-Year 7 and from Year 10-Year 12. The Getting Them On Track 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 partnership 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 as a planning and monitoring mechanism.



## ICANS in primary schools

### Strategic priorities:

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Higher standards of learning achievement



Improve health and wellbeing



Right service at the right time

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### ICAN case management for vulnerable primary school students transitioning to secondary school

Innovative Community Action Networks (ICAN) cater for young people who have disengaged from school or are at serious risk of doing so. Each young person at risk has the support of an individual case manager to address wellbeing issues.

This initiative provides funding for these identified, highly vulnerable children who have multiple complexities in their lives. These may include such things as:

- living in dysfunctional domestic environments or homelessness
- exposure to abuse and neglect
- significant mental health issues for them and/or for other family members
- abuse of drugs or alcohol by their carers/members of their family
- a juvenile justice background or with one or more parent in jail
- being bullied at school
- significant carer responsibilities at home.

In 2014, a total of 645 students in the upper primary school year levels received intensive personal case management for the whole year. Teachers in primary schools report that this strategy plays a crucial role in keeping these students attending and engaged in school.

Students at risk of disengaging from school are particularly at risk over the transition period from Year 7 to Year 8.

In 2014, 228 students, who had been receiving intensive case management support in 2013 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 172 of these students. Schools report that this initiative has been significant in helping vulnerable students successfully transition and achieve in secondary school.

## CHAPTER 06

Supporting development  
in the secondary years (8–12)  
and youth transitions: **Age 12+**



## Executive summary

### National Assessment Program, Literacy and Numeracy

NAPLAN commenced in 2008 and since then, South Australia's results have remained relatively stable with no materially significant trends emerging. Our State's position relative to other states and territories is also similar from year to year. Likewise the results for each year-level group from year to year are relatively stable. In 2014, more than 58% of all Year 9 students across all tested domains achieved at or above the minimum standard (Reading 72.3%, Numeracy 72.8%, Spelling 72.7% and Grammar 69%).

### Student retention in government schools

In 2014, 96% of FTE students continued in a government school from Year 8-Year 12. This is higher than the national average of 80.1% for 2013 (2014 data not available). The retention rate for Aboriginal students in government schools is almost as high at 86.1%, and the enrolment trend for Aboriginal students to continue through to Year 12 is steadily trending upwards since 2005.

### Student pathways beyond school

In 2014, 5558 students completed their SACE with a vocational education and training component, (41% of SACE completers). A survey conducted in October 2014 reported 255 industry pathways programs leading to Certificate III pathways in 106 South Australian secondary schools, with more than 10 000 students enrolled. By the end of 2014, more than 6000 students had successfully commenced Trade Schools for the Future apprenticeships or transitioned to full-time apprenticeships upon leaving school, and more than 1200 students remained active in the program.

### Innovative Community Action Networks (ICANs)

In 2014, ICAN community partnership grants amounted to \$1 million and these funds attracted significant in-kind contributions from schools and community partners such as local government. ICANs provided support for 4806 secondary students through a (flexible learning options) FLO enrolments.

## Introduction – secondary school 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. For details of approved learning programs see page 42 (Chapter 1).

South Australia has continued to implement the Australian Curriculum in all government schools. The Australian Curriculum 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 government schools for years 8-10 by the end of 2015.

Year 11 and 12 education in the South Australian school system is designed to support students and personalise their learning towards their pathways to further learning and work. Vocational education and training (VET) is offered in many government schools for students to gain work experience and industry skills while still at school (see page 154 – in this chapter).

The South Australian Certificate of Education (SACE) can be undertaken over two or more years and can include a range of 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. Compulsory requirements include the personal learning plan, literacy, numeracy, research project, 60 credits of Stage 2 subjects or recognised VET, and 200 credits overall.

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 certificate used by South Australian students for entry to TAFE and university courses here, interstate and overseas. For information about SACE completion, see page 150 or visit [www.sace.sa.edu.au](http://www.sace.sa.edu.au).

## NAPLAN targets – South Australia's Strategic Plan

### Strategic priority:



#### Higher standards of learning achievement

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008. Children in school years 3, 5, 7 and 9 are tested annually on aspects of literacy and numeracy. The results of these tests are provided to parents and schools. Combined NAPLAN results for individual schools are also available on the Australian Government MySchool website ([www.myschool.edu.au](http://www.myschool.edu.au)).

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

In South Australia's Strategic Plan, the 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 reporting

### NAPLAN 2014 – all students

Year	Aspect	At or above minimum standard (%)	Above minimum standard (%)	High proficiency bands (%)
9	Reading	90.3	72.3	17.6
	Persuasive writing	79.7	58.0	14.1
	Numeracy	92.6	72.8	16.6
	Spelling	87.6	72.7	20.9
	Grammar	88.1	69.0	16.7

High proficiency bands

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

Source: 2014 NAPLAN report

### NAPLAN 2014 – Aboriginal students

Year	Aspect	At or above minimum standard (%)	Above minimum standard (%)	High proficiency bands (%)
9	Reading	70.9	39.7	3.5
	Persuasive writing	46.8	24.4	2.7
	Numeracy	73.2	34.7	1.9
	Spelling	68.1	44.6	5.9
	Grammar	61.1	29.9	2.1

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: 2014 NAPLAN report

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.

DECD has specific initiatives in place that provide supplementary and direct assistance to regions and schools to support Aboriginal student literacy and numeracy. See page 50 for more information.

## 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
2014	6956	117	182

Data Extraction: 20 February 2015

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

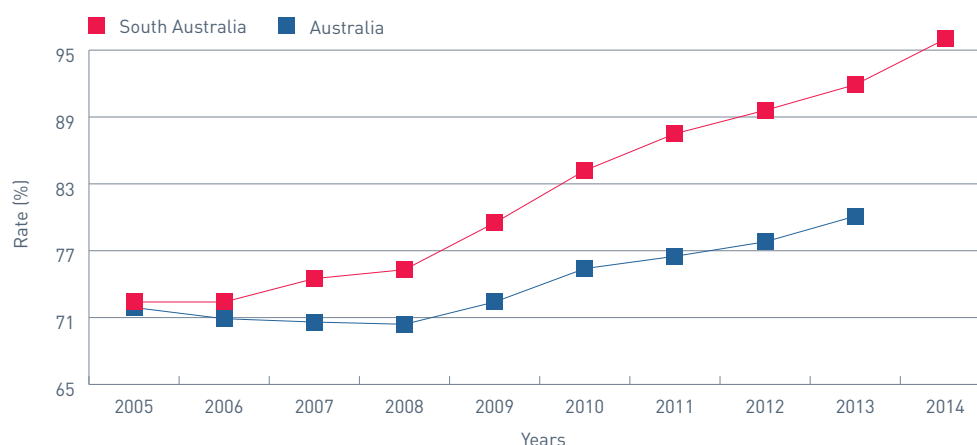
**Apparent retention rates – students in South Australian government schools, 2013 and 2014**

Level	2013		2014	
	Full time	FTE	Full time	FTE
<b>Years 8-12</b>				
Males	81.8%	85.7%	84.9%	89.6%
Females	93.5%	98.6%	97.6%	103.2%
<b>Total</b>	<b>87.4%</b>	<b>91.9%</b>	<b>90.9%</b>	<b>96.0%</b>
<b>Years 10-12</b>				
Males	78.8%	82.6%	81.3%	85.6%
Females	89.3%	94.1%	92.6%	97.9%
<b>Total</b>	<b>83.8%</b>	<b>88.1%</b>	<b>86.6%</b>	<b>91.4%</b>

Source: DECD Term 3 School Enrolment Census, 2013-2014.

**Apparent retention rates (FTE) – students in government schools, years 7/8-12, South Australia and Australia, 2005-2014**

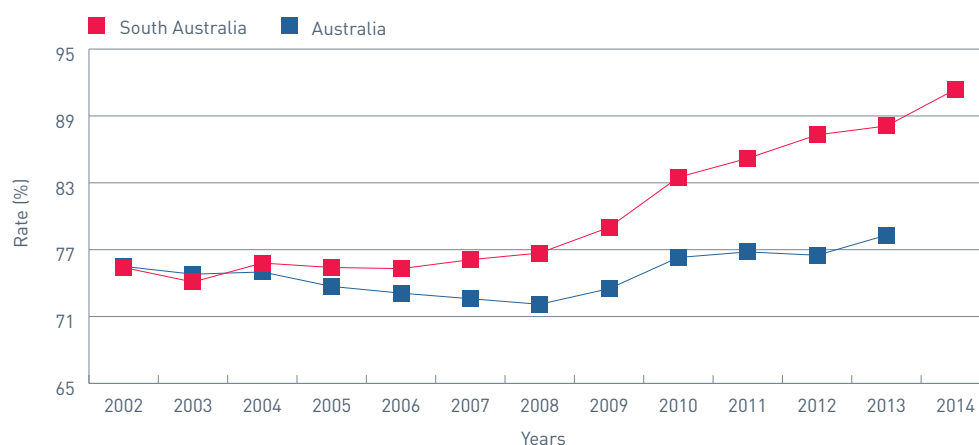
Source: DECD Term 3 School Enrolment Census, 2005-2014



Note: 2014 data for Australia is not yet available



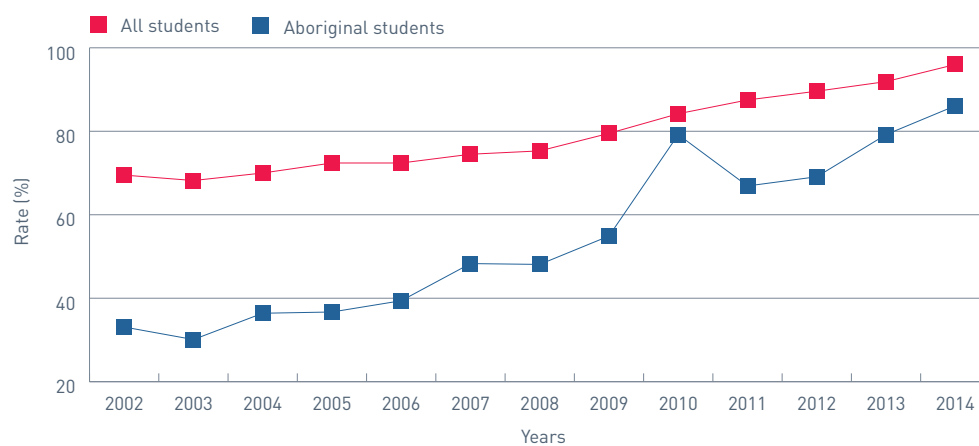
### Apparent retention rate in government schools – Years 10 –12 (FTE) (2002-2014)



Note: 2014 Data for Australia not yet available

Source: DECD Term 3 School Enrolment Census, 2002-2014, ABS Schools Australia (Cat 4221.0)

### Apparent retention rates FTE Aboriginal students and all students in government schools, years 8-12 (FTE) (2002-2014)



Source: DECD Term 3 School Enrolment Census, 2002-2014, ABS Schools Australia (Cat 4221.0)

**Enrolments (FTE) – Aboriginal students in government schools, 2013 and 2014**

Level	2013	2014	Change	% Change
Primary	6186.5	6294.0	107.5	1.7%
<b>Secondary</b>	<b>3268.0</b>	<b>3444.1</b>	<b>176.1</b>	<b>5.4%</b>
<b>Total</b>	<b>9454.5</b>	<b>9738.1</b>	<b>283.6</b>	<b>3.0%</b>
% of total enrolments	5.6%	5.9%		

Source: DECD Term 3 School Enrolment Census, 2013 and 2014

	2013	2014
<b>Total enrolments</b>	<b>167 614.2</b>	<b>166 191.2</b>

Source: DECD Term 3 School Enrolment Census 2013-2014

**Enrolments – Aboriginal students in government schools – Years 11–12 (2005–2014)**

Source: DECD Term 3 School Enrolment Census 2005–2014

**Apparent retention rates – Aboriginal students in South Australian government schools, 2013 and 2014**

Level	2013		2014	
	Full Time	FTE	Full Time	FTE
<b>Years 8–12</b>				
Males	69.4%	72.6%	73.8%	76.3%
Females	81.9%	86.0%	92.2%	94.8%
Total	75.6%	79.2%	83.5%	86.1%
<b>Years 10–12</b>				
Males	68.6%	71.7%	73.8%	76.3%
Females	78.3%	82.2%	90.9%	93.6%
<b>Total</b>	<b>73.4%</b>	<b>77.0%</b>	<b>82.9%</b>	<b>85.5%</b>

Source: DECD Term 3 School Enrolment Census, 2013–2014

# Student pathways through and beyond school

## Strategic priorities:



Higher standards of learning achievement



Improve health and wellbeing

## Student pathways strategy

### Advanced technology industry school pathways program

This program was due to finish in June 2014, however it was extended by the Australian Government until June 2015 at present funding levels. The phase 4 evaluation from Science21 indicated that, "There was widespread appreciation and support for the program and numerous examples of sustained change across the life of the project that, in many cases, has been embedded to such an extent that it is likely to be sustained into the future".

A new initiative of the program in 2014 was a STEM Educational Leadership program. Fourteen teachers took part in a series of STEM leadership forums that culminated in presentations of their individual STEM case studies.

## Industry skills program

SACE completion report statistics highlight the value of vocational education and training within the SACE by showing that 5558 students completed their SACE with a vocational education and training component in 2014, 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 2014 showed 255 industry pathways programs leading to Certificate III pathways in 106 schools, with more than 10 000 students enrolled. Forty schools participated in the second year of the trial of a DECD careers strategy. The trial focused on the integration of skills and capabilities leading to a graduate qualities assessment.

During 2014 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.

## SACE improvement program

A SACE Improvement Expo was held involving presentations by the eight secondary schools that in 2013 conducted a series of workshops across the State for teachers and leaders in other schools. Eight schools hosted workshops showcasing their SACE improvement practices. Resources and tools were developed based on the successful practices and trialed in 10 schools.

## 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 16 lead secondary schools across the State that provide administration centres for apprenticeship brokers connected with the program.

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

By the end of 2014 more than 6000 students had successfully commenced apprenticeships or transitioned to full-time apprenticeships upon leaving school, and more than 1200 students remained active in the program. During 2014 over 85% of the commencements were at Certificate III or higher level.

## Trade training centres in schools program

The Trade Training Centres In Schools program was introduced by the former Australian Government to assist in improving access, quality and relevance of trade training in schools across Australia. Trade training centres support increased retention rates in the secondary years of education and also help to address national skills shortages in traditional trades and emerging industries.

The Australian Government will continue funding for Round Five (Phase One) with the new centres being retitled trades skills centres. Construction of new trades skills centres located at Warriappendi School, Coomandook Area School, Meningie Area School, William Light R-12 School, Unley High School, and Eastern Fleurieu R-12 School is expected to begin in early 2015.

These educational and training environments will prepare young people for further vocational education and training and the rigours of the work place in partnership with industry and employers, as well as to encourage them to remain in school by making learning more explicitly relevant.



## 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 needs of children and young people. ICAN-connected students have 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.

### ICAN community partnership grants

Local committees provide community partnership grants to local groups to improve the coordination of local services and to establish programs for disengaged young people. All local ICAN committees work in close partnership with local DECD schools.

In 2014, ICAN community partnership grants amounted to \$1 million and these funds attracted significant in-kind contributions from schools and community partners such as local government. This funding in 2014 addressed school and community concerns such as mental health, teenage parenting, homelessness, all of which can prevent student's remaining successfully engaged in school based learning programs.

A significant focus is placed on providing diverse and flexible learning opportunities to improve the students' literacy, numeracy and employability skills.

Also in 2014, ICANs provided support for 4806 secondary students through a FLO enrolment. For those FLO-enrolled secondary students in the previous school year, 75.7% had a positive learning/earning outcome with a further 8% actively seeking employment in 2014.

ICAN students are identified at the point of referral on a scale of 1-4, with one representing some disengagement and four representing complete disengagement from school. It is a significant achievement that in 2014, FLO3 and FLO4 students were participating in the following programs:

### 2014 FLO enrolment – by learning program

#### Numbers of FLO 3 and FLO 4 students

	FLO 3	FLO 4
Accredited modules	138	254
Certificate 1	44	53
Certificate 2	30	36
Certificate 3	4	6
SACE	420	791
Secondary SACSA	240	424
VET	25	116
<b>TOTAL</b>	<b>902</b>	<b>1681</b>

Source: Data provided from DMIS FLO enrolled students via EDSAS extract per term in 2014

## ICAN flexible learning centres

DECD's special enrolment strategy, flexible learning option (FLO – see previous page), may be used by schools to provide a case-managed and flexible learning program for children and young people disengaged from school.

Secondary schools use a diverse range of learning settings for FLO students, dependent on the needs and interests of individuals. These centres may operate on site at the school of enrolment, in a nearby school or non-school-based learning site in the community.

All FLO-enrolled students are required to participate in accredited learning. In 2014, there were 56 ICAN community and school-based flexible learning centres operating under partnership agreements with local community organisations. These flexible learning centres work with government schools to provide case management and accredited learning or training programs for more than 2500 FLO-enrolled secondary students.

## Panel of preferred providers

DECD has a panel of preferred providers of services to support students at risk of not completing schooling. Services include case management, flexible learning programs and mentoring.

Panel members go through a rigorous selection process to assure schools that such organisations have been assessed as meeting mandatory requirements and have the capacity to deliver quality services.

In 2014, DECD carried out the following activities as part of its contract management of the panel of preferred providers:

- Key performance indicators were developed to evaluate and report on the performance of the providers against program objectives
- There was a desktop audit of all providers to assess their compliance with the mandatory child safety requirements and with the *Children's Protection Act 1993*
- Comprehensive targeted site visit were held for number of high risk providers to assess their compliance with DECD requirements and standards
- The planned compliance and audit activities resulted in an increased level of assurance that all reported provider personnel have the necessary clearance and training and action taken for those who do not.



## Supporting Aboriginal students – secondary

### Strategic priorities:

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Higher standards of learning achievement



Improve health and wellbeing



Engage children, families and communities

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### South Australia Aboriginal Sports Training Academy (SAASTA)

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

SAASTA contributes towards the achievement of the Council of Australian Government's *Closing the gap* 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 2014 there were 328 Aboriginal students across years 10, 11 and 12 enrolled in SAASTA. An additional 30 students were enrolled in the AFL Aboriginal Academy based at Port Adelaide Football Club.

Fifty SAASTA students completed their SACE in 2013 and 47 achieved their SACE in 2014.

In 2014, 101 students completed the Certificate III in Sport & Recreation through SAASTA. Also in 2014, 15 SAASTA students who achieved their SACE in 2013 completed full-time traineeships within the sporting industry through the SAASTA Aboriginal Pathways to Excellence program, a partnership with the South Australian National Football League.

## 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. It specifically focuses on the collection and analysis of individual student data across the student's Year 10, 11 and 12 senior 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 career pathway, relevant qualification requirements, and subject choices. Students are monitored and supported to remain on track to achieve their goals.

In 2014, 812 Aboriginal secondary students (years 10-12) in 86 schools were supported through Keeping Them On Track.

## 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 South Australian Certificate of Education (SACE).

There are two centres currently operating, one in Northern Adelaide region and the other in the Far North Region, based at Port Augusta Secondary School. In 2014, 283 Aboriginal students participated in activities with the Workabout Centres.

## Aboriginal Programs Assistance Scheme (APAS)

Aboriginal Programs Assistance Scheme provides funding to schools for the employment of tutors to support students in their academic achievements. For details see page 52. APAS funding was provided to 1412 year 11 and 12 Aboriginal students in South Australia to support SACE completion and retention.

## 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 the Enter for Success program in 2013 in readiness for Year 8 in 2014 was 152 Aboriginal students. In 2014, 109 Aboriginal students accessed the program in readiness for Year 8 in 2015. These figures do not include students that enrolled and attended their preferred school without applying through the Enter for Success program.

## Reconciliation activities in schools

The department supports Reconciliation SA in promoting and assisting with facilitation of reconciliation activities and events throughout the year.

In 2014, the national reconciliation theme was *Combating racism*, which focused discussion and activity around racism in schools for Aboriginal people.

The Schools Congress program is an initiative managed by Reconciliation SA and supported by the department. It is 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 2014, Schools Congress ran across four DECD partnership portfolios – Noarlunga, Elizabeth, Port Lincoln and Mount Gambier. The program was targeted to two separate age categories, years 8 and 9, and years 10 and 11. Topics covered as part of the 2014 Schools Congress program included racism in schools, combatting racism, cultural performances, and reconciliation action plans.

A total of 10 government schools participated in the years 8 and 9 Schools Congress across the four regions, and 11 government schools participated in the years 10 and 11 Schools Congress.

Also in 2014, reconciliation activity grants were distributed to a school from each partnership portfolio (20) in South Australia 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 plan and implement reconciliation activities in Reconciliation Week or throughout the year. Sites also developed a reconciliation action plan to identify goals and strategies in support of reconciliation.

## Scholarships and awards

### Dame Roma Mitchell scholarships

The Dame Roma Mitchell Scholarship began 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). See page 112 (Chapter 3) for details.

### 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 country areas of South Australia received the Chief Executive's Reconciliation Award in 2014.

## Supporting young people with a disability

### Strategic priorities:



Higher standards of learning achievement



Improve health and wellbeing

In 2014, 14 883 students in primary and secondary schools, were verified with one of seven recognised disabilities within the DECD Disability Support program. Children and students with disability currently 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 (Source: DECD Census data).

A total of \$154 million was allocated to DECD settings as part of the program. See page 54 (Chapter 1) for further details about how DECD supports children and young people with a disability.

### Transition centres

Daws Road and Prospect Centres (incorporating the Hyde Street program) 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 Daws Road Centre offers a one-day -per-week transition-to-work program to students with disabilities from high schools in the south, east and west of the Adelaide metropolitan area.

The centre maintained an enrolment of 75 students in 2014, with an attendance rate of 96%.

The Prospect Centre offers a one-to-two -day-per-week transition-to-work program to students with disabilities from high schools in the north, west and east of the Adelaide metropolitan area.

The centre maintained an enrolment of 82 students in 2014, with an attendance rate of 97%.

Students in both centres are enrolled in SACE Integrated Learning subjects of Foods and Work and Target Work. They also undertake vocational education and training courses, including retail, education and skills development, hospitality and agrifood operations. Prospect Centre also teaches, assesses and reports on employability skills.

Prospect Centre also operates the City-Based Transition program (formerly the Hyde St Program) in conjunction with 15 metropolitan high schools. The program operates on two days a week and 70 students with disabilities attended in 2014. The students achieved 20 Integrated Learning Stage 1 credits and learnt valuable skills in transport training, community access and social skills.

CHAPTER  
07

## Financial summary

## Executive financial summary

During the 2013-14 financial year DECD has implemented and progressed a number of matters of operational and financial management importance.

Key achievements for the 2013-14 financial year included:

- meeting the department's budget targets in 2013-14 in a context of increasing savings targets and the need for fiscal restraint
- meeting the 2013-14 savings requirements
- receiving an unqualified audit opinion from the Auditor General in respect to the 2013-14 consolidated financial statements
- revision and refinement of DECD Financial Management Compliance program that ensures ongoing compliance with the requirements of Treasurer's Instruction 2 'Financial Management' and 28 'Financial Management Compliance Program'. This included an increase in the number of school and preschool visits in 2013-14 to support sites in financial management
- continuing our internal program of training our school finance officers and school principals on budgetary and financial management activities
- development and completion of Goldbook 2 financial policy review and the development and introduction of a new consolidated website which consolidates current Goldbook, and other financial material on SSONET and Leaders Desktop
- continued implementation of the financial authorisation framework and policy, which provides greater clarity to departmental staff when approving the entering of contracts, incurring expenditure and approving payments
- implementation of a new bank account structure for DECD and school investment accounts, which was implemented in September 2013
- implementation of direct debit by instalment and EFTPOS in schools and preschools
- the continued maintenance of the student-centred funding model for schools which includes the additional funding to education.

The department continues to be financially well positioned to meet its objectives and challenges of the future.



## Our income – where it comes from

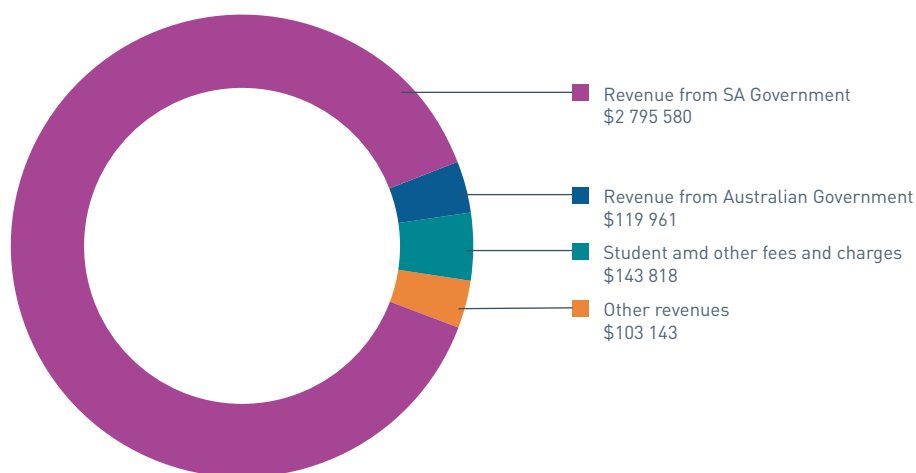
Total income received by the department from controlled operations was \$3.2 billion, an increase of \$95.4 million from the previous year.

Appropriation receipts from the State Government increased by \$130.2 million. This amount included funding for enterprise bargaining agreements and the introduction of Better School funding provided under the National Education Reform Agreement.

Revenue from the Australian Government decreased by \$37.7 million with some funding previously provided under national partnership agreements being replaced under the Better Schools funding arrangement received by the department as State Government appropriation.

In terms of administered revenues, an additional \$43.4 million was received, primarily as a result of increased funding for the non-government schools sector with an increase of \$36.0 million in Australian Government grants and additional administered appropriations of \$7.7 million received from the State Government.

### Controlled income by type \$'000



Source: Department for Education and Child Development 2013-14 financial statements

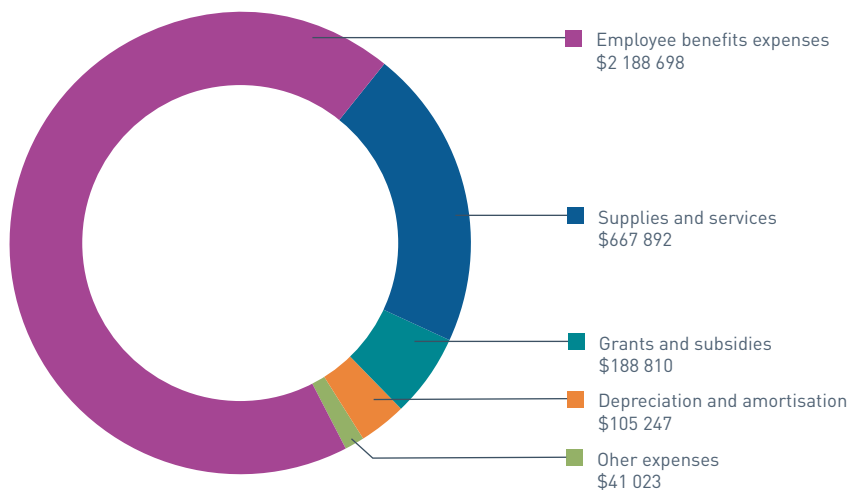
## Our expenditure – how our funds were spent

Total controlled expenditure increased by \$141.4 million to \$3.2 billion compared with the previous year.

Employee benefit related expenses rose by \$125.4 million to \$2.2 billion, which was primarily a result of increases in remuneration rates paid under enterprise bargaining agreements and awards, full time equivalent staffing number increases predominately in schools and actuarial adjustments used when calculating future estimated expenditure.

Supplies and services expenses increased by \$19.4 million primarily from additional minor and maintenance works undertaken. The Maintenance Funding for Schools and Preschools program was introduced from 2013 to improve facilities in our schools and preschools.

### Controlled expenditure by type \$'000



Source: Department for Education and Child Development 2013-14 financial statements

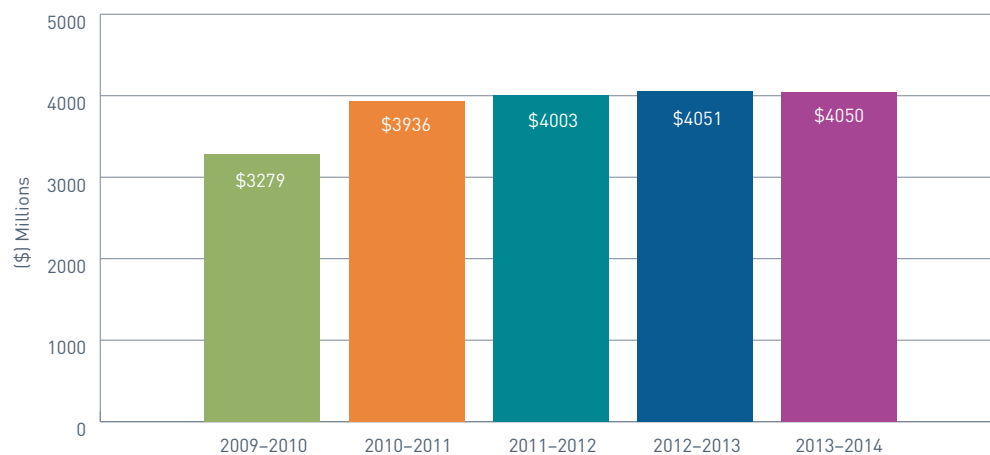
## Summary of our assets – what we own

The department recorded assets totalling \$4.8 billion as at 30 June 2014, which represented a slight reduction of \$47.7 million compared to the previous financial year.

This decrease was primarily due to a reduction in cash following the \$45.6 million payment of surplus cash to the SA Government pursuant to the cash alignment policy.

The value of land, property, plant equipment and intangible assets was consistent with the previous financial year allowing for asset revaluations, capitalisation of new infrastructure projects and depreciation expense movements.

### Value of land, property, plant, equipment and intangible assets



Source: Department for Education and Child Development 2013-14 financial statements

## Summary of our liabilities – what we owe

The department recorded liabilities of \$1.2 billion as at 30 June 2014; an increase of \$24.6 million compared to the previous financial year.

Employee benefits liabilities (excluding on costs) increased by \$23.5 million and comprise 58 per cent of the total 30 June 2014 liabilities balance. The majority of this year's growth reflected increases in remuneration rates and an additional day of salary and wages accruals.

The workers compensation provision increased by \$7.3 million, which includes actuarial changes as assessed by the independent actuary.

## State Budget

The State Budget was released on 19 June 2014 and provided details of the department's expenditure for the 2014-15 financial year. The operating expenditure budget for education and child development services for 2014-15 is \$3.270 billion. The care and protection component of this expenditure budget is \$343.1 million in 2014-15.

The budget, excluding the care and protection component, predominantly relates to the expenditure budgets of schools and preschools. This equates to an investment of \$15 151 for every government school student.

The 2014-15 investment program for education and child development is \$96.8 million.

The program provides investment for a new city high school, the relocation of the Para West Adult Campus, the construction of 20 new outdoor learning areas at preschools across the State, the establishment of an advanced manufacturing centre at Seaview High School, and investment at The Heights School to become a specialist school for defence studies.

The program provides continued investment in expanding the capacity of four specialist high schools, the co-location of schools, the renewal and relocation of six special schools onto school sites, the relocation of preschools to primary schools and the establishment of trade training centres in government schools.

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](http://www.treasury.sa.gov.au/budget/current-budget).

CHAPTER  
08**Statutory** and  
other reporting

# Statutory and other reporting

## Strategic priorities:



**Build a better system**



**Improve health and wellbeing**

## Human resources

### Leadership and management development

Since the establishment of the South Australian Institute of Educational Leadership (SAIEL) in 2013, a key priority has been the development of a new advanced qualification in strategic leadership, which will form the core induction program for all new site leaders from 2015.

SAIEL has provided aspiring, new and current leaders with access to a range of high quality, flexible and tailored professional development programs during 2014 including:

- 12 workshops offered to aspiring leaders; among the most popular sessions were *Performance conversations* and *Managing conflict*
- 14 workshops offered to new leaders in the Leaders Induction program
- 29 new leaders supported by the *Coach in a box* program.
- 34 current and aspiring executives undertook the 360-degree feedback and one-to-one coaching program
- 3 sessions delivered as part of a *Leadership insights* series presented by expert guest speakers
- 24 leaders participated in the Diploma of Management and 11 in the Advanced Diploma in Management (HR)
- 60 scholarships offered as part of various initiatives, providing access to programs including the Governor's Leadership Foundation, Masters degrees, the (Australia and New Zealand Educational Law Association (ANZELA) conference and a short leadership course for principals at the Harvard Graduate School of Education in the USA
- 14 attended a media training workshop for executives and education leaders
- 60 current and aspiring site leaders participated in the SAIEL Development Centre. Three-quarters of participants also engaged in two *Coach in a box* modules linked to their individual professional development needs; 10 aspiring executives were extended the same opportunity utilising the SAES competency framework.

### Leadership and management training expenditure

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

Activity	Year	Amount \$
HECS reimbursements for staff	2013-14	141 487
Activity/registration fees	2013-14	4 733 945

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 2013-14: \$141 488.68), and activity/registration fees 2013-14: \$4 733 945.40.

### Registered training organisation

During the 2013-14 financial year, the DECD registered training organisation (RTO) issued qualifications under three accredited training packages; community services, business services and financial services. These qualifications were undertaken by DECD employees in the below classification groups:

Classification	Number of accredited training packages
Administrative services officer (ASO)	1
Teacher	1
Principal	1
Early childhood worker (ECW)	1
School services officer (SSO)	3

### Accredited training packages

This year, the DECD RTO placed an emphasis on improvement and streamlining of training materials, systems, procedures and processes. Within the accredited training packages, qualifications issued during 2014 included:

- 45 Certificate III in Children's Services
- 37 Certificate III in Education Support
- 47 Certificate IV in Accounting
- 12 Diploma of Children's Services
- 11 Certificate IV in Training & Assessment
- 43 Certificate IV in Education Support
- 34 Certificate III Early Education & Care
- 24 Diploma of Management
- 21 Certificate IV Business Administration
- 11 Advanced Diploma of Management.

The DECD RTO extensively reviewed and enhanced accredited training materials in early childhood education and care and education support to contextualise curriculum content for participants. The Certificate IV in Child Youth and Family Intervention will also be offered by the DECD RTO in 2015.



## Performance and development

A review of the 2011 policy and guidelines was completed and a new DECD policy was approved in July 2014. Implementation of the policy was supported by a suite of resources and professional learning programs, and resources were provided to 552 corporate and educational leaders and line managers. In addition, 482 teachers and leaders familiarised themselves with performance processes through *Classroom observation as professional learning* workshops.

During 2014 the development of a project proposal for the management of unsatisfactory performance in schools was agreed to under the Australian Government's Independent Public Schools Initiative. The project will run from 2014-2017 and provide approximately \$2 million to support school leaders to manage unsatisfactory performance. Work has been undertaken to develop a proposal that focuses on performance development and early intervention as well as the management of performance identified as unsatisfactory.

The Australian Professional Standards for Teachers is the required performance framework for all teachers in DECD. Professional learning programs to assist teachers in understanding and applying the standards have included 1270 participants. DECD has contributed to the national evaluation of the standards and provided case studies using the standards in performance and development processes.

## Professional learning online

In response to a comprehensive review of professional learning for teachers and educational leaders, in 2014 a new online system was established for use by all employees to search, register for and record their DECD professional learning activities.

The rollout of this professional learning link ('plink') to DECD employees was achieved as the result of a successful pilot program, with more than 33 000 user accounts made available in July 2014 at [www.plink.sa.edu.au](http://www.plink.sa.edu.au). Since the launch, more than 4400 registrations were managed via the plink system for professional learning activities, providing employees with a personal online record of achievements and certificates of completion.

DECD Learning Online is a learning management system used to deliver learning content for qualifications and short courses online. It is an innovative method of delivery and assessment for the DECD registered training organisation courses.

During 2014, the system facilitated online learning for over 550 learners in eight qualifications, which have been tailored to the needs of the DECD workforce. The system was further enhanced to apply best practice and improve the user experience.

The DECD TV program was expanded in 2014 with the release of nine new 'webisodes'. These short videos showcase excellence and innovation across DECD and are a valuable professional learning resource, freely accessible via the DECD website. A highlight was the development and release of the webisode resource introducing the role of the new Independent Commissioner Against Corruption, to help employees and contractors understand their associated responsibilities and how these apply practically in the workplace.

### Masters qualification

The Masters for Teachers' Scholarship program from the government's recent High Quality Education policy initiative reflects the vision for our children to have access to one of the best education systems in the world. The wider aspiration is for all new graduate public school teachers to be Masters qualified by 2020 and for the existing DECD teaching workforce to upgrade to the Masters qualification over time.

To support this, DECD is offering 240 scholarships to eligible teachers over the coming years. With a combined value of \$4.8 million, each scholarship will provide up to \$20 000 towards Masters course fees. Priority learning areas for the scholarship program are: science, technology, engineering and mathematics (STEM), child protection, pedagogy, literacy and numeracy. The application process for the first round of 40 scholarships was opened in November 2014. Successful scholarship recipients will commence Masters studies in 2015.

### Mentoring

The teacher mentor register was established in October 2013 and to date has attracted 177 endorsed applications from mentors who are seeking to support early career teachers. During 2014, 78 mentors were matched with mentees.

The Leadership Mentoring program continued in 2014, with 16 scholarships granted for site leaders in their first tenure to be paired with more experienced leaders. This group worked together throughout the year on capabilities related to the Australian Professional Standard for Principals. Through the program, mentors hosted a week-long work shadowing opportunity for mentees, which was reported by participants as a valuable component of the scholarship opportunity. The program has successfully identified 54 experienced mentors to be involved in supporting the work of the SAIEL Development Centre.

### Early career support – induction

The annual connectED induction expo was held in April, welcoming all new DECD employees. The event attracted 376 people including prospective employees, and featured 43 exhibitors from both within the department and key external partners, two executive panels, a networking session and 13 information sessions. Attendance has increased at the event each year, up by almost 200% from 2011.

### Early career support – early career teachers

DECD has continued to provide targeted support for teachers who have joined the organisation within their first three years of teaching following graduation. In 2014, 1372 new teachers registered to teach in DECD, around double the number registering in 2013. Of these, 679 teachers were employed under conditions that provided them with an additional 0.1 FTE resource allocation to support induction and career development.

Professional programs and resources supporting early career teachers and their leaders have included workshops on 'graduate to proficient' standard, ePortfolios and probation, with over 450 participants in total. Access to the Your Classroom: Safe, Orderly and Productive online learning program, an allocated mentor through the DECD teacher mentor register and the Open classrooms: Excellence matters program have connected early career teachers with more experienced teachers and dedicated Central Office support.

### **Early career support – initial teacher education**

The Teacher Education Taskforce continued to meet quarterly throughout 2014, with the Registrar of the Teachers Registration Board of South Australia joining as a member of the taskforce in February 2014. Other members include the deans of the local universities and Tabor Adelaide, and senior officers of the education sectors. Members were kept informed on the programs offered by the local initial teacher education providers, and content related to the teaching of the Child Protection Curriculum.

In 2014, 3346 teachers across almost half of all DECD sites provided supervision for pre-service teachers, according to data gathered from the department's new online practicum claims system. DECD will continue to develop and focus on the quality of supervision provided.

### **Reward and recognition**

#### **National certification for teachers**

National certification supports teachers to explore and demonstrate their practice to gain formal recognition at the 'highly accomplished' or 'lead teacher' career stage of the Australian Professional Standards for Teachers, by participating in a voluntary and rigorous two-stage assessment process. Nationally trained assessors, external to a teacher's school, evaluate and provide feedback on their teaching practice to support professional and career development while improving outcomes for students. Certification must be renewed every five years.

The certification process was promoted through a series of information sessions and preparation workshops in 2014, with 585 participants attending a total of 23 sessions. Sixty-three teachers have subsequently applied to be assessed in 2015.

The South Australian Teacher Certification Committee was established to oversee the implementation and management of national certification of 'highly accomplished' and 'lead teachers' in the government, independent and Catholic schooling sectors.

The DECD application process opened in early 2014 for all eligible teachers and was promoted through a series of information sessions and preparation workshops with 585 participants attending a total of 23 sessions. As mentioned, Sixty-three department teachers have subsequently applied to be assessed in 2015. This initiative provides a formal recognition opportunity for DECD's exemplary teachers and is not associated with reward or bonus payments.

### Criteria-based increment

The South Australian School and Preschool Education Staff Enterprise Agreement 2012 provided criteria-based increment for school services officers, early childhood workers and Aboriginal education workers from the beginning of the 2013 school year.

This initiative provides incentive, recognition and improved career pathways for employees who will be financially rewarded for the achievement of appropriate qualifications that will improve educational and/or operational outcomes in schools and preschools. It is available to eligible employees who provide evidence of having a nationally accredited qualification relevant for working in schools.

In 2014, 386 applications were attained and those employees gained access to the higher salary increment.

### Excellence in Public Education Awards

In October 2014, six of South Australia's top educators and one community engagement group were named winners at the 2014 Excellence in Public Education Awards official ceremony. A record level of engagement with the community was achieved, resulting in 1955 nominations received.

Awards were introduced for 'first stage winners', with around 100 employees receiving a \$500 professional learning grant. At the celebratory event in September, the winners were announced and presented with a \$10 000 professional development award in the following categories:

- School/Preschool Leader of the Year  
– Ms Lyn Bretag, Renmark Primary School
- Secondary School Teacher of the Year  
– Mr Ben Heathcote, Mount Gambier High School
- Primary School Teacher of the Year  
– Ms Swati Phatak, Modbury Special School

- Early Years (Birth –Year 2) Teacher of the Year – Ms Katie Taylor, Lobethal Kindergarten
- Teachers Health Fund Early Career Teacher of the Year – Dr Sam Moyle, Brighton Secondary School
- School/Preschool Support Staff Member of the Year – Ms Tanya Parker, Roxby Downs Kindergarten
- Innovative Engagement and Collaboration with the Community: team award open to all DECD staff – Community Learning at HIVE 12-25 program, a partnership of seven schools.

### Graduation ceremony

In November 2014, the annual DECD registered training organisation (RTO) graduation ceremony was held to recognise and celebrate the achievements of participants who completed qualifications over the past year. In total, 397 graduates were awarded with Certificate III, Certificate IV, Diploma and Advanced Diploma level qualifications. Subject areas included early childhood education and care, education support, management, accounting, and training and assessment.

### Retirement event

An event was also held to acknowledge the retirement of 38 school principals and four preschool directors. With an accumulated service of over 1000 years, many had served the State's children and young people for 30 years or more. It was a significant opportunity for the department to personally recognise these employees and celebrate their longstanding contribution to leadership in public education.

## Organisational climate survey

DECD developed an organisational climate survey for staff in October 2014.

Comments and feedback communicated by employees via the survey will be instrumental in identifying and addressing potential opportunities to implement and achieve the DECD Strategic Plan 2014-2017 and the Business Improvement Plan's change priorities. Survey responses will also provide a benchmark to measure the success of changes and improvements.

## Recruitment and selection of teaching staff

### Preschools

The realisation of both the *Teacher recruitment and selection* policy and the *Ancillary recruitment and selection* policy led to the development and implementation of a similar policy for the recruitment and selection of teachers in preschools.

The new policy for the *Recruitment and selection of teachers in preschools 2014* as agreed to by DECD and the Australian Education Union aims to increase the level of permanency for preschool teachers and reduce the number of temporary positions.

The policy supports increased autonomy for preschools in the selection of teaching 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.

Preschools will have greater opportunity to advertise positions and importantly, build and reward skill development.

More than 30 permanent preschool teaching positions were advertised during 2014 to commence in 2015.

### Targeted teacher recruitment and retention

DECD offers a range of programs to attract and retain teachers in areas of workforce need in SA public schools.

Thirty-seven Aboriginal people were supported throughout 2014 to pursue their goal of becoming a teacher or site leader. Of this total, 25 are currently DECD employees mostly in ancillary roles. Initiatives provide a range of assistance, including scholarships, backfill funding for release while studying, and employment on successful completion.

The Teach SA program aimed to increase the number of qualified maths and science teachers in public schools by reskilling and retraining new and existing teacher over the past four years. It has exceeded its original target of 155 teachers.

Upskilling programs have enabled 35 design and technology teachers from across the State to undertake customised courses in wood and metals throughout 2014.

### 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 2014, 54 trainees were employed in various vocations as part of the DECD Traineeship program in metropolitan and regional locations. Nine trainees were located in corporate sites, 15 in school sites and seven in children's centres. Twelve of the trainees employed were Aboriginal. Twenty-three trainees were employed under the State Government's Jobs4Youth traineeship program.

Trainees were recruited to full-time and part-time traineeship positions. Traineeships are offered for 1-2 years full time depending on the level of qualification undertaken.

By the end of 2014, 15 trainees had successfully completed their traineeships and were successful in gaining employment or were undertaking further tertiary studies. Six of the trainees remained employed within the department 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.

## The department'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 2014.

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 2014, the department had 29 108 employees, or 23 150.4 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 55.7% of the workforce were aged 45 years and over.

Of the total workforce, 15 304 or 52.6% were full-time and 13 804 or 47.4% were part-time employees.

Female employees made up 76.0% of employees, while 24.0% 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 2014.

## Children's Services Act

There were 1875 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 435 full-time and 1440 part-time employees.

Female employees made up 98%, while 2% 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 17 047 employees employed under the Education Act (excluding school services officers and Aboriginal education workers (Aboriginal community education officers)) consisting of 10 873 full-time and 6174 part-time employees.

Of the total Education Act workforce (excluding school service officers and Aboriginal education workers), 72.0% were female and 28.0% were male.



**School Services Officers  
(Government Schools) Award**

There were 6195 employees employed under the School Services Officers Award, consisting of 1332 full-time and 4863 part-time employees.

Female employees made up 87.3%, while 12.7% were male.

**Aboriginal Education Workers Award**

There were 299 employees employed under the Aboriginal Education Workers Award, consisting of 100 full-time and 199 part-time employees.

Female employees made up 78.3% of employees, while 21.7% 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 3070 employees employed under the Public Sector Act, consisting of 2418 full-time and 652 part-time employees.

Female employees made up 73.7%, while 26.3% were male.

**South Australian Government Services Award, South Australian Government Transport Workers' Award and South Australian Government Health etc Ancillary Employees Award**

There were 622 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 146 full-time and 476 part-time employees.

Female employees made up 16.7%, while 83.3% were male.

*Note: 'Full time' is considered those greater or equal to 0.98 full time equivalent (FTE).*

## Work health safety and injury management

DECD is committed to actively supporting the safety and wellbeing of staff, students, young people, contractors and visitors through the provision of efficient and effective work health safety and injury management systems, policies and practices that actively support all worksites to meet the required safety standards.

The DECD *Work health safety and injury management* policy outlines the department's commitment to work health safety and injury management and the governance arrangements for DECD's occupational health and safety framework, with a particular focus on the roles and responsibilities of all stakeholders.

The department undertook a range of initiatives in 2013-14 to facilitate the continuous improvement of its work health safety and injury management systems including:

- a comprehensive review of policies and procedures including a review of hazard management procedures incorporating new risk assessment tools, implementation of corporate risk profiling and site-based risk registers and corrective action logs
- enhancements to the electronic incident response management system to include individual worker access, near-miss and hazard reporting and the inclusion of risk assessment processes that will help to prioritise corrective action at the site level and enable intervention strategies at the corporate level

- a comprehensive review of consultation and communication processes involving health and safety representatives and health and safety committees and the dissemination of current WHS information to sites
- development of a WHS Internal Audit program to start in March 2015
- a comprehensive organisational WHS training needs analysis to identify all actual and potential WHS training needs across the whole department
- a further focus on early intervention to assist in the assessment of and assistance to injured workers in the earliest stages of reporting injuries. The DECD Early Intervention program is applicable to all incidents reported by DECD employees and facilitates early and sustainable return to work.

Work health and safety training provided to more than 1000 DECD employees, including 978 education site managers and 44 Families SA site managers and business managers.

### Safety and workers compensation performance

An external audit of the department's work health safety and injury management systems was undertaken in June 2014, with injury management receiving the highest rating of 'strong' and work health and safety achieving a rating of 'adequate'.

The department is continually working to improve workplace health and safety practices and is implementing a system that provides improved staff training, more rigorous departmental oversight, clearer and more timely guidance, and a better approach to hazard and incident reporting.

DECD's performance against the Safety and Wellbeing in the Public Sector performance in 2013-14 targets is comparable with the rest of government.

The numbers of new claims for the 2013-14 financial year continued to decrease at 930 compared to 948 for the 2012-13 financial year, a reduction of 1.9%.

The total claims costs for 2013-14 were \$24.7m compared with \$23.9m in 2012-13, an increase of 3% (not adjusted for inflation). The increase was predominantly due to an increase in income maintenance costs and section 42 lump sum settlement costs.

### Work health and safety prosecutions, notices and corrective action taken 2013-14

Number of notifiable incidents pursuant to WHS Act Part 3	47
Number of notices served pursuant to WHS Act Section 90, Section 191 and Section 195 (provisional improvement, improvement and prohibition notices)	8

### Agency gross workers compensation expenditure<sup>1</sup> for 2013-14 compared with 2012-13<sup>2</sup>

Expenditure	2013-14 (\$m)	2012-13 (\$m)	Variation (\$m) + (-)	% Change + (-)
Income maintenance	\$13.9 m	\$12.3 m	\$1.7 m	13%
Lump sum settlements redemptions – Sect.42	\$3.8 m	\$3.4 m	\$383.8 k	12%
Lump sum settlements permanent disability – Sect. 43	\$1.6 m	\$1.7 m	- \$0.1 m	-6%
Medical/hospital costs combined	\$4.9 m	\$4.9 m	\$0.0 m	0%
Other	\$436.2 k	\$1.6 m	-\$1.15 m	-73%
<b>Total claims expenditure</b>	<b>\$24.7 m</b>	<b>\$23.9 m</b>	<b>\$814.6 k</b>	<b>3%</b>

1. Before third party recovery.

2. Information available from The Self Insurance Management System (SIMS) (for detailed advice on data extraction contact PSWR).

### Employee numbers, gender and status

Profile of persons, fraction of time (FTE) and gender as at the last pay day in June 2014 and excludes employees on leave without pay		
Persons	29 108	
FTEs	23 150.4	
Gender	% Persons	% FTEs
Male	24.0	25.7
Female	76.0	74.3
Number of persons separated from the agency during the 2013/2014 financial year	1869	
Number of persons recruited to the agency during the 2013/2014 financial year	2568	
Number of persons on leave without pay at 30 June 2014	1085	
Number of board and committee members	65*	

\*Of the 65 board and committee members, 30 government employees in accordance with DPC Circular 16, did not receive any remuneration for board/committee duties during the financial year.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

### Number of employees by salary bracket as at the last pay day in June 2014

Salary Bracket	Male	Female	Total
\$0 - \$54 799	1711	6818	8529
\$54 800 - \$69 699	1289	4570	5859
\$69 700 - \$89 199	2464	7532	9996
\$89 200 - \$112 599	1298	2891	4189
\$112 600 plus	217	318	535
<b>TOTAL</b>	<b>6979</b>	<b>22 129</b>	<b>29 108</b>

Note: Excludes employees on leave without pay

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

### Workforce profile by gender and legislative act or award as at the last pay day in June 2014

Legislative Act or Award	Male	Female	Total	% employed by Act or Award
Education Act	5618	17 923	23 541	80.9
Public Sector Act	806	2264	3070	10.6
Children's Services Act	37	1838	1875	6.4
SA Government Services Award, South Australian Government Transport Workers' Award and SA Government Health Etc. Ancillary Employees Award	518	104	622	2.1
<b>TOTAL</b>	<b>6979</b>	<b>22 129</b>	<b>29 108</b>	<b>100.0</b>

Note: Excludes employees on leave without pay

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

### Status of current appointment (position) held by employee as at the last pay day in June 2014

Gender	Persons				Total
	Ongoing	Short-term Contract	Long-term Contract	Other (Casual)	
Male	3051	1846	1062	1020	6979
Female	9938	6638	2438	3115	22129
<b>TOTAL</b>	<b>12 989</b>	<b>8484</b>	<b>3500</b>	<b>4135</b>	<b>29 108</b>

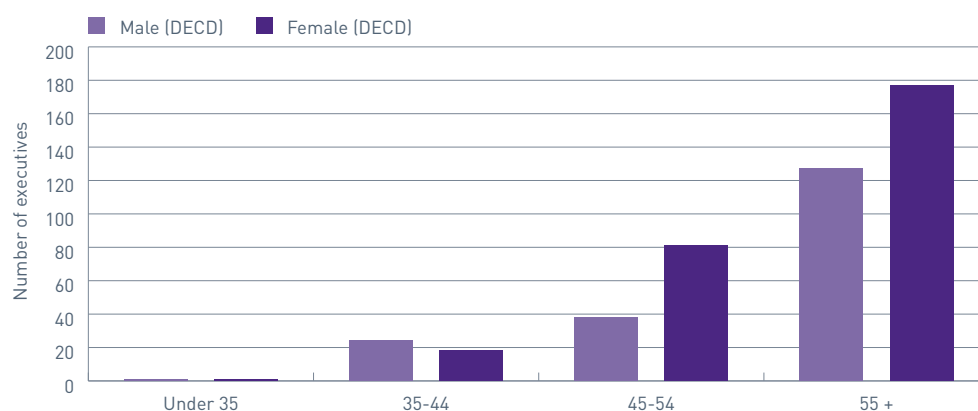
Gender	FTE				Total
	Ongoing	Short-term Contract	Long-term Contract	Other (Casual)	
Male	2897.7	1636.2	1030.5	384.8	5949.2
Female	8517.5	5374.6	2260.3	1048.9	17 201.2
<b>TOTAL</b>	<b>11 415.2</b>	<b>7010.8</b>	<b>3290.8</b>	<b>1433.7</b>	<b>23 150.4</b>

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: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

### All executives by age and gender as at the last pay day in June 2014



Note: Executives are defined as employees who receive a total salary equivalent to \$113 110 per annum or more (equating to EL1 minimum under the public service structure). 'Leader band B5' 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.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

### All executives by status in current position, gender and classification as at the last pay day in June 2014

Profile includes employees who were actively employed or on paid leave

Classification	Ongoing		Contract tenured		Contract untenured		Total				
	Male	Female	Male	Female	Male	Female	Male	% of total Executives	Female	% of total Executives	Total
<b>Public Sector Act</b>											
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	16	13	16	3.4%	13	2.8%	29
SA Executive Service Level 2	0	0	0	0	4	4	4	0.9%	4	0.9%	8
<b>Sub-Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>21</b>	<b>18</b>	<b>21</b>	<b>4.5%</b>	<b>18</b>	<b>3.9%</b>	<b>39</b>
<b>Education Act</b>											
Principal Band A-9	0	0	7	15	1	0	8	1.7%	15	3.2%	23
Principal Band A-8	0	0	7	10	1	0	8	1.7%	10	2.1%	18
Principal Band A-7	0	0	12	13	0	1	12	2.6%	14	3.0%	26
Principal Band A-6	0	0	26	30	1	1	27	5.8%	31	6.6%	58
Principal Band A-5	0	1	34	52	2	2	36	7.7%	55	11.8%	91
Principal Band A-4	0	0	33	62	4	3	37	7.9%	65	13.9%	102
Superintendent	0	0	2	1	1	0	3	0.6%	1	0.2%	4
Curriculum Superintendent	0	0	0	3	0	1	0	0.0%	4	0.9%	4
Manager Regional Services	0	0	5	13	0	1	5	1.1%	14	3.0%	19
Education Act negotiated conditions	0	0	29	44	4	6	33	7.1%	50	10.7%	83
<b>Sub-Total</b>	<b>0</b>	<b>1</b>	<b>155</b>	<b>243</b>	<b>14</b>	<b>15</b>	<b>169</b>	<b>36.2%</b>	<b>259</b>	<b>55.5%</b>	<b>428</b>
<b>TOTAL</b>	<b>0</b>	<b>1</b>	<b>155</b>	<b>243</b>	<b>35</b>	<b>33</b>	<b>190</b>	<b>40.7%</b>	<b>277</b>	<b>59.3%</b>	<b>467</b>

Notes: Executives are defined as employees who receive a total salary equivalent to \$113 110 per annum or more (equating to EL1 minimum under the public service structure). 'Deputy principals' at leader band B-5 and above classification level meet the 'executive salary threshold', but are excluded as they are not considered part of the 'Executive' group. Excludes employees on leave without pay.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

**Sick leave, family carers leave and miscellaneous special leave with pay (financial years)**

Leave type	Financial year			
	2010-2011	2011-2012	2012-2013	2013-2014
Average number of sick leave days taken per full time equivalent employee	5.9	6.1	5.9	5.7
Average number of family carer leave days taken per full time equivalent	0.4	0.4	0.5	0.5
Average number of miscellaneous special leave with pay days taken per full time equivalent	5.5	5.0	5.0	4.9

Notes: The sick leave days category does not include sick leave taken as part of family carer's leave.

Family carer's leave taken as sick leave is reported in the family carers leave category.

Miscellaneous special leave with pay excludes leave for sickness, industrial disputes, workers compensation, maternity leave, adoption leave and family carers leave.

Excludes all employees whose status in current position is 'Casual'.

Includes employees who were active or on paid or unpaid leave, or separated.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

**Number of Aboriginal and/or Torres Strait Islander employees as at the last pay day in June 2014**

Salary bracket	Aboriginal employees	Total employees	Percentage Aboriginal	% Strategic Benchmark*
\$0 - \$54 799	309	8529	3.6	2.0
\$54 800 - \$69 699	210	5859	3.6	2.0
\$69 700 - \$89 199	131	9996	1.3	2.0
\$89 200 - \$112 600	57	4189	1.4	2.0
\$112600 plus	4	535	0.7	2.0
<b>TOTAL</b>	<b>711</b>	<b>29 108</b>	<b>2.4</b>	<b>2.0</b>

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 2014



### Cultural and linguistic diversity of the workforce as at the last pay day in June 2014

	Male	Female	Total	% of Agency	% SA Community*
Number of employees born overseas**	336	910	1246	4.3	22.1
Number of employees who speak language(s) other than English at home**	67	138	205	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.

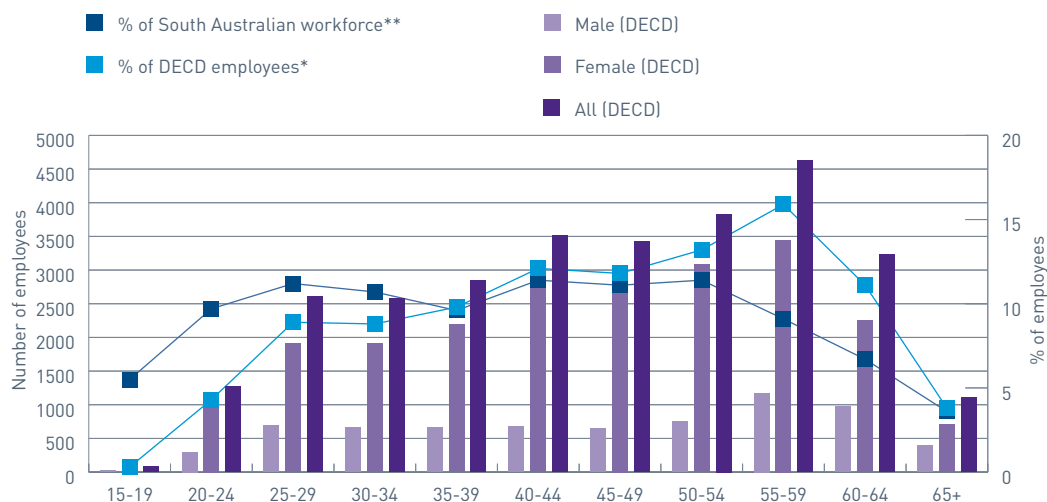
Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

### Total number of employees with disabilities as at last pay day in June 2014

Male**	Female**	Total**	% of Agency
137	271	408	1.4%

Note: \*\*According to Section 4 of the *Commonwealth Disability Act 1992*. Number of employees who have reported this information.

### Employees – Age profile as at the last pay day in June 2014



Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

**Types of disability (where specified) as at last pay day in June 2014**

Disability	Male	Female	Total	% of Agency
Disability requiring workplace adaptation**	122	238	360	1.2
Physical**	66	110	176	0.6
Intellectual**	1	2	3	0.0
Sensory**	9	14	23	0.1
Psychological/ Psychiatric**	60	119	179	0.6

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

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 2014**

Arrangement	Male	Female	Total
Purchased leave*	7	16	23
Flexitime*	272	842	1114
Compressed weeks*	5	26	31
Part-time	2171	11 633	13 804
Job share*	0	14	14
Working from home*	2	8	10

Note: 'Part time' are employees who work less than 0.98 full-time equivalent (FTE).

\* This information is currently collected for the Families SA transitioned employees. The department is currently investigating methods to collect this information for the rest of the department. A person may have more than one flexible working arrangement therefore will be counted in each category. The above table is not a unique employee count.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2014

## Contract cleaning

In 2014 DECD implemented a new initiative to provide ongoing cleaning services to seven schools in the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands. Funding was approved and the ongoing cleaning services will be established in 2015 following a tender process to engage a contractor with a focus on a cost effective and sustainable cleaning model.

The initiative will provide support to the following sites:

- Amata Anangu School
- Fregon Anangu School
- Indulkana Anangu School
- Mimili Anangu School
- Murputja Anangu School
- Ernabella Anangu School
- Pipalyatjara Anangu School.

## Urban design charter

As part of the department's Building a High Performing System business improvement plan, the new asset master plan (see page 11) incorporates the principles of the Urban Design Charter.

A major review of the DECD Facilities Design Standards and Guidelines was undertaken in 2014 and the principles of the charter were embedded in to the updated design standards to ensure future projects enhance the urban environment and reinforce the use of schools as community hubs.

## Disability action plan

In 2013, DECD was invited to join the Department of Communities and Social Inclusion Disability Action and Inclusion Plan Steering Committee. A draft DECD DAIP is now in advanced development and incorporates across-departmental responses and aligns areas with state and national strategies.

## Contractual agreements over \$4m

Supplier	Service description	Value (Inc. GST)
Fuji Xerox Businessforce Pty Ltd	National Assessment Program Literacy and Numeracy (NAPLAN) 2014-2018	\$6 115 663

## 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 2014, the standard sum that schools were able to recover was \$219 for primary students and \$290 for secondary students. Governing councils may also poll their school communities to seek majority support to legally recover an amount greater or lesser than the standard sum.

In 2014, the total materials and services charges invoiced by schools are estimated to be around \$56.5 million, and include an estimated \$11.4 million of 'school card' assistance for low-income families.

## Consultancies undertaken in 2014

Consultant	Purpose of consultancy	Number	Total
<b>Value below \$10 000</b>			
		-	-
<i>Subtotal</i>		-	-
<b>Value \$10 000 to \$50 000</b>			
Community Matters and Mayhem Two Pty Ltd	Evaluation of DECD's Youth Development program	1	\$42 810
<i>Subtotal</i>		1	\$42 810
<b>Value above \$50 000</b>			
Australian and New Zealand School of Government	Review recommendations of the Debelle Inquiry Report	1	\$51 065
ARTD Consultants	Evaluation of mentoring programs	1	\$52 182
GK Corporation	Assist in the redesign and restructure of Families SA	1	\$73 194
ARTD Consultants	Evaluation of Innovative Community Action Networks	1	\$97 263
<i>Subtotal</i>		4	\$273 704
<b>Total</b>		5	\$316 514

Source: 2013-14 DECD Financial Statements

## Asbestos management in government buildings

Category	Number of sites	Category description	Interpretation one or more item(s) at these sites
1	0	Remove	Should be removed promptly.
2	114	Remove as soon as practicable	Should be scheduled for removal at a practicable time.
3	200	Use care during maintenance	May need removal during maintenance works.
4	253	Monitor condition	Has asbestos present. Inspect according to legislation and policy
5	238	No asbestos identified / identified asbestos has been removed	All asbestos identified as per WH&S Regulations 2012 (Chapter 8 - Asbestos) has been removed.
6A	2	Further information required	Asbestos items are missing recommended actions.
6B	105	Further information required	These sites not yet categorised
6C	3	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 WH&S Regulations 2012 (Chapter 8 – 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 5 December 2014.

## 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.

The improvements to facilities at schools and preschools have been achieved under several sub programs including the *Expanding our state high schools*, *Children's centres for early childhood development*, *Preschool relocation program*, *DECD Capital works*, *National Quality Agenda* and *Trade skills centres*.

Currently the department has more than 40 active projects with a total combined project cost of \$555.356m of which \$96.668m is cash-flowed to be spent in 2014-15.

Redevelopment projects were completed at Adelaide High School (Stage 1), Brighton Secondary School, Glenunga International High School and Marryatville High School as part of the \$76.7m *Expanding our state high schools* program. The final stage of the Adelaide High School redevelopment will be completed by April 2015.

Planning has commenced on the new \$85m CBD high school, which will provide secondary education for 1000 students on the existing Royal Adelaide Hospital site. It is planned that the new school will provide a number of specialist programs in health and sciences and other related areas of specialisation. The scheduled opening of the new school is 2019.

A scoping study and feasibility study is being undertaken for the proposed new birth-to-Year-12 school to be located at the University of South Australia's (UniSA) Magill Campus, which will model best practice teaching, theory and research. The proposed new school could bring together school, early childhood services and special education, including a centre for teaching excellence.

The new community residential care facility located in Morphett Vale was completed in May 2014 and is operational.

## Investment in early childhood facilities

New preschool facilities were completed at Hamley Bridge and Uraidla with the relocation of services to primary school campuses.

Detailed design work and tenders were called for the construction of new/refurbished preschools at Coober Pedy, Freeling, Hampstead, Hendon, Mawson Lakes, Para Hills and Quorn to address the requirements under National Quality Framework.

New children's centres were completed at Aldinga, Goolwa, St Agnes and Queenstown.

Further design work and tenders for the relocation of five preschools onto school sites at Maitland, Port Lincoln, Elizabeth South, Seaton and Morphett Vale under the \$21.4m Preschool Relocation program.

Detailed design work commenced to construct new outdoor learning areas in preschools at Campbelltown, Gilles Plains, McLaren Vale, Mount Gambier and Sturt Street as part of the \$6.0m initiative to create more opportunities for children to play outdoors, be active and learn new skills.

A feasibility study is underway to obtain report and cost estimate for consideration for a potential children's centre in Roxby Downs.

## Investment in schools

During the course of 2014, work continued on the delivery of Capital Works projects at the following sites:

- Cleve Area School
- Eastern Fleurieu School 7-12 Campus
- Evanston Gardens Primary School
- Keith Area School
- Klemzig Primary School
- Northern Adelaide Senior College
- Port Noarlunga Primary School
- Salisbury East High School
- Windsor Gardens Vocational College
- Yalata Anangu School

## Co-located schools

- Craigmare South Schools
- Flaxmill Schools
- Kadina Schools
- Morphett Vale East Schools
- Nicolson Avenue Schools
- Para Hills Schools
- Renmark Schools
- Salisbury Heights Schools
- Stradbroke Schools
- The Pines Schools

## Secondary schools expansions

- Adelaide High School
- Brighton Secondary School
- Glenunga International High School
- Marryatville High School

## Special school renewal program

- Adelaide North Special School
- Adelaide East Education Centre
- Port Augusta Special School.

## Trade training centres and trade skills centres

Capital works also continued on the delivery of 10 Australian Government-approved trade training centres and trade skills centres involving 21 schools with secondary enrolments to upgrade specialist teaching areas.

## Education works initiative

Construction continues at Charles Campbell College approved as part of the \$85m Education Works Stage 2 initiative.

## New school facilities/ capital works in regional areas

New special schools and children's centres opened in regional South Australia in 2014 as part of the State Government's Rebuilding program.

The following children's centres for early childhood development and parenting were opened:

- The new \$3.5m Goolwa Children's Centre, located adjacent to Goolwa Primary School
- The new \$1.1m Port Pirie West Children's Centre.

The \$3.01m Birth-Year 12 redevelopment including the Jamestown Community Children's Centre was relocated to the Jamestown Community School site, providing a co-located Birth-Year 12 facility. The Port Augusta Special School relocated adjacent to Flinders View Primary School.

Two purpose-built special schools in regional South Australia to cater for students with an intellectual and/or physical disability were also opened in 2014:

- The Riverland Special School, located adjacent to Glossop High School's Berri Senior Campus
- The Whyalla Special Education Centre, located adjacent to Nicolson Avenue Primary School.

Erington Special School was completed in January 2014 and operational from Term 1, 2014.



## Fraud report

DECD is committed to maintaining a working environment free of fraud and corrupt behaviour and prompts this position through the department's fraud corruption, misconduct and maladministration 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.

### Instances of fraud reported

Nature of fraud inquiry*	Number of instances	Current status of instances
Theft	5	Under investigation/ review
Potential misappropriation of funds	2	Under investigation/ review
Falsification of attendance data to claim fees	2	Under investigation

\*Nature of fraud – eg, theft, potential misappropriation and/or misuse of funds, potential fraudulent contracting/purchasing, falsification of attendance data to claim fees).

### Ongoing strategies to control and prevent fraud

- 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
- Specific policies, procedures and frameworks are in operation, including the *Fraud corruption, misconduct and maladministration control* policy and framework, Whistle-blower's policy and procedures, site financial framework ('gold book 2'), *Procurement governance* policy and *ICT communications and strategy* policies and standards
- Policies and standards
- All employees are made aware of the DECD *Procurement governance* policy and new initiatives in the field of procurement through departmental circulars and newsletters issued by the Procurement Unit
- Ethical practice clauses have been included in departmental system generated purchase orders to reaffirm the requirement that suppliers adhere to ethical practices in their dealings with government
- Employment screening is required for new employees/volunteers and is required every three years for all existing employees/volunteers
- Screening checks are undertaken for all external suppliers and contractors through the tendering process to meet probity and transparency requirements
- Employees are required to disclose conflicts of interest in writing to ensure full disclosure and consideration of actual, perceived or potential conflicts of interest
- Regular financial management reporting processes allow delegates to identify anomalies in transactions that may indicate fraudulent activities
- All DECD sites are subject to a site financial audit annually
- Internal control questionnaires are utilised by DECD worksites to conduct self-assessment judgements annually on the level of compliance with internal controls
- All internal audit activities and risk management matters are regularly reported to the DECD Audit and Risk Committee.

## 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). The department analyses energy efficiency data on an annual basis to be incorporated in the South Australian Government Annual Energy Efficiency Report. The department's energy efficiency performance has improved from 14.47% in 2012-13 to 15.79% in 2013-14 compared to baseline 2000-01 data.

### Energy efficiency

To assist in managing energy efficiency, the department maintains a range of online resources and factsheets (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 in school and children's centre facilities.

Along with these resources, the department also provides support and advice regarding energy efficiency through site energy assessments and reports.

### Electricity demand management

The department has been working with schools to reduce electricity demand and has developed resources to assist schools in implementing demand management strategies to reduce electricity charges.

A comprehensive review of electricity tariffs and demand has also been undertaken to ensure schools and preschools are on an appropriate tariff. The review identified 41 schools that were eligible to change to a reduced tariff with a total savings of \$262 602 per annum achieved.

### Water efficiency

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 schemes that harvest and reuse stormwater runoff to provide a sustainable water source for irrigation to work towards Target 75 of South Australia's Strategic Plan: Sustainable water use. Nineteen schools have been connected to schemes operated by the City of Salisbury and the City of Tea Tree Gully and a further 21 schools are in the process of being connected to schemes operated by the City of Playford and the City of Onkaparinga. In addition, the department is investigating connections with the City of Charles Sturt and the Waterproofing Eastern Adelaide scheme.

School water consumption trends are regularly assessed by the department to identify and assist schools and preschools with high water consumption. DECD has also been working closely with SA Water to develop water monitoring programs that incorporate data logging and smart meters to identify possible leaks and inefficient water use.

## Performance against annual energy use targets

	Energy use (GJ) <sup>1,4</sup>	Agency proportion of total energy use	Business measure (m <sup>2</sup> ) <sup>8</sup>	MJ4/m <sup>2</sup> p a	GHG emissions <sup>2</sup>	Weighted energy efficiency result	Total energy efficiency improvement
<b>Base year 2000-2001 3</b>							
DECD Central Office	23 183	5.88%	27 630	839			-
Schools and preschools	365 231	92.66%	2 218 665	165			-
Families SA	5752	1.46%	12 019	479			-
<b>Total</b>	<b>394 166</b>		<b>2 258 314</b>	<b>175</b>	<b>95 244</b>		<b>-</b>
<b>2013-14 portfolio target 5</b>							
DECD Central Office	7911	2.11%	22 148	357		1.21%	57.43%
Schools and preschools	360 743	96.20%	2 538 333	142		13.15%	13.67%
Families SA	6357	1.70%	15 512	410		0.24%	14.36%
<b>Total</b>	<b>375 011</b>		<b>2 575 993</b>	<b>146</b>	<b>-</b>	<b>14.60%</b>	<b>16.59%</b>
<b>2014 interim portfolio target 6</b>							
DECD Central Office	7112	2.11%	22 148	321		1.30%	61.73%
Schools and preschools	324 308	96.20%	2 538 333	128		21.54%	22.39%
Families SA	5715	1.70%	15 512	368		0.39%	23.01%
<b>Total</b>	<b>337 135</b>		<b>2 575 993</b>	<b>131</b>	<b>-</b>	<b>23%</b>	<b>25%</b>
<b>2013-14 portfolio result</b>							
DECD Central Office	9619	2.52%	25 955	371		1.40%	55.83%
Schools and preschools	367 082	96.01%	2 560 443	143		12.39%	12.91%
Families SA	5653	1.48%	14 858	380		0.30%	20.51%
<b>Total</b>	<b>382 354</b>		<b>2 601 257</b>	<b>147</b>	<b>69 956</b>	<b>14.10%</b>	<b>15.79%</b>
<b>2020 portfolio target 7</b>							
DECD Central Office	8013	2.52%	25 955	309		1.59%	63.21%
Schools and preschools	305 769	96.01%	2 560 443	119		26.36%	27.46%
Families SA	4708	1.48%	14 858	317		0.50%	33.79%
<b>Total</b>	<b>318 490</b>		<b>2 601 257</b>	<b>122</b>	<b>-</b>	<b>28%</b>	<b>30%</b>

## Reference notes

1. Energy use data will be expressed in gigajoules (GJ) and will be the sum of all fuel types used in each agency (ie, electricity, natural gas, bottled gas, etc.) for that period. This data will have been collected at a site level and aggregated up to agency level by the portfolio reference group member.
2. Many portfolios are pursuing a 'triple bottom line' reporting approach. It is therefore an optional extra that portfolios may wish to include greenhouse gas emissions (in CO<sub>2</sub>) as a means of quantifying a significant aspect of environmental performance. Greenhouse gas coefficients differ for fuel types. Please contact Energy Division, Department for Manufacturing, Innovation, Trade, Resources and Energy to obtain these coefficients for South Australia.
3. It is acknowledged that portfolio structures change over time. Therefore the portfolio baseline will be adjusted if necessary to represent the structure of the portfolio in the given reporting period.
4. To obtain a MJ figure multiply GJ by 1000.
5. The portfolio target for the current year is based on an agreed methodology and can be obtained through the portfolio reference group member.
6. The interim target in 2014 should equal a 25% energy efficiency improvement from the base year 2000-01.
7. The portfolio target in 2020 should equal a 30% energy efficiency improvement from the base year 2000-01.
8. Business measures are also known as normalisation factors. A key performance indicator for energy efficiency is energy intensity, ie, the energy consumed per unit of a given business measure. While some business measures are the number of employees (FTEs) or number of buildings, the preferred measure is the square metres of floor area of a building. The energy intensity therefore becomes the energy used per unit defined by the business measure such as MJ/m<sup>2</sup> or MJ/FTE.

## 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.

The ARC comprises four members of senior management and two independent external members and is chaired by the Deputy Chief Executive, Resources (member). Representatives of the Auditor-General's Department attend as observers. The committee met on six occasions during 2014.

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, in particular a major revision of the fraud policy to incorporate ICAC requirements.

During 2014, the ARC 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
  - » In 2014 a new program was established to conduct screening audits of all schools and preschools.
- 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

Pursuant to Section 7 of the *Public Sector Act 2009*, the department has appointed responsible officers for the purposes of the *Whistleblowers Protection ACT 1993*.

During the year ending 31 December 2014, there were no disclosures received under the *Whistleblowers Protection ACT 1993*.

## Accounts payment performance 2013-14

Payment performance	Volume	%	Value (\$)	%
Paid in 30 days or less	230 903	96.96%	1 974 587 309	97.38%
Paid 31-60 days	5786	2.48%	48 708 559	2.40%
Paid greater than 60 days	1308	0.56%	4 348 206	0.21%
<b>Total</b>	<b>232 997</b>	<b>100%</b>	<b>2 027 644 075</b>	<b>100%</b>

## Overseas travel

Reasons for travel	Destinations	Number of employees	Total cost to DECD
Business development and marketing	China, Hong Kong, Cambodia, Thailand, Republic of Korea, Vietnam, Germany, Indonesia, Japan, Austria, Switzerland, Malaysia	16	\$235 542
Conduct of official DECD business	United Arab Emirates, Republic of Korea, Singapore, Canada, France, United Kingdom, New Caledonia, Ireland	6	\$46 064
Professional development	Thailand, Italy, Germany, United Arab Emirates, Spain, Japan, France, Canada, Republic of Korea, United States of America, India, Belgium, United Kingdom, Singapore, Portugal, Ireland	56	\$418 668
Professional development (International Baccalaureate)	Singapore, United States of America, United Kingdom, Indonesia	22	\$102 516

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.

Each school makes a local decision about student overseas travel. Schools pay any expense 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 part of the school's annual plan.

The above table does not include teacher exchanges (involving 15 teachers) and student excursions (involving 124 teachers).

## Reporting against the Carers Recognition Act

DECD is required to report on action taken to reflect the requirements of the *Carers Recognition Act 2005* (the Act). The below information is provided in accordance to the reporting requirements of this Act.

### **Awareness: There is a system to ensure all management, staff and volunteers have an understanding of the Carers Charter.**

DECD has developed and continues to provide relevant information regarding the Act (SA) and the Carers Charter to all of its employees and school communities.

A link to the Act and the Carers Charter, which sets out the rights of carers in the principles that underpin the Charter, is available through the DECD website.

DECD policies are in place to ensure information and communication is provided to all carers, including carers who are consumers as well as employees. DECD has also provided feedback via these groups.

DECD continues to ensure that staff are aware of relevant services provided by government and non-government agencies.

Families SA has provided opportunities for Office for Carers personnel to attend state-wide supervisor and senior practitioner forums raising awareness across Families SA operational units of the Act, associated divisional responsibilities and carer resources within the State of South Australia. The Act is embedded into all Families SA service agreements with contracted nongovernment agencies.

Office for Carers resources have been disseminated to all sites. 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.

### **Consultation: There is a system to ensure consultation with carers, or persons or bodies that represent carers, in the development and review of human resource plans, policies and procedures.**

The DECD Strategic Plan 2012-2016 represents the department's plan for education and childhood development services.

Policies embedded in the key focus areas strengthen the purpose and priorities of the strategic directions, and assist in dealing with emerging national educational and childhood development issues including young carers.

"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".

DECD has an ongoing commitment to the development of policies and initiatives to support the needs of young carers. Working with, and involving young carers and carer networks in decision-making, to achieve relevant outcomes is an important part of this process. These policies assist carers to make education-related choices during the continuum of their caring role and school staff to provide safe, supportive learning environments which ensure the safety and wellbeing of all students including young carers. DECD Student, Aboriginal and Family Services has a role to monitor and be actively involved in young carer initiatives and policy development.

DECD staff are committed to continuous reflection on practices and refining of processes which support all students, including young carers. The provision of a school environment where it is safe and supportive for young carers to identify themselves or be identified to enable improved service provision to maintain/improve engagement in school programs is a priority.

Student counsellor networks are encouraged to monitor and promote carer issues. Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the local support services teams.

**Practice: There is a system to ensure the principles of the Carers Charter are reflected in human resource practice.**

The needs of employees who are carers is acknowledged and supported by the number of flexible working arrangements available for DECD employees in order to assist employees to balance their work and carer role. Voluntary flexible working arrangements include purchased leave, compressed weeks, flexi time, part time (incorporating job share), working from home and special leave.

In addition, DECD's Employee Assistance program makes counselling support available to all DECD employees who seek it for a range of areas including relationships, stress management and work difficulties. A consultancy service is also available to supervisors, managers and other staff on issues that impact on the wellbeing of staff.

Referral of students through interagency collaboration and by schools to Families SA Financial Counselling and Support program addresses the needs of Families SA clients involved with care and protection system and those experiencing issues relating to financial hardship, financial stress or poverty. It takes into account social determinants of poverty which are considered in the assessment of needs. These determinants contribute to people living in consistent poverty and place people at increased risk of disadvantage and longer term harm.

The Financial Counselling and Support program seeks to work collaboratively towards common goals of enhancing the social capacity of communities by working with government departments,

**DECD encourages collaborative practices, including developing stronger links with other services, to involve and support carers in the community.**

DECD has representation on a number of committees through the representing carers to ensure clear feedback is received from the community and fed back to relevant units within DECD.



**SA Government schools  
closed from 2 August 2013  
to 1 August 2014:**

- Loveday Primary School
- Port Germein Primary School.

**SA Government schools  
opened from 2 August 2013  
to 1 August 2014:**

- Nil.

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# Addendum to the 2014 Annual Report

June 2015

The Hon Susan Close MP  
Minister for Education and Child Development

Dear Minister

Further to the provision of this annual report to you on 31 March 2015, the Coroner on 9 April 2015 handed down findings from the inquest into the death of Chloe Valentine.

The Coroner's recommendations referenced annual reporting on compliance with section 20(2) of the *Children's Protection Act 1993*.

It is our intention as a department to report on this aspect of the Act for 2015 and future years.

Yours sincerely

Tony Harrison  
Chief Executive  
Department for Education and Child Development



**Government  
of South Australia**

Department for Education  
and Child Development