

Department of Education and Children's Services

Annual Report



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Government of South Australia
Department of Education and
Children's Services

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and Children's Services
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A large graphic of the year 2010, rendered in a dotted, outline style. The numbers are arranged in a 2x2 grid: '2' and '0' on top, '1' and '0' on bottom. A thin vertical line is positioned to the left of the graphic.

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2010

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About this report

Welcome to the 2010 calendar year annual report for the Department of Education and Children's Services (DECS).

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

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

The report is partly structured against the DECS *Strategic Directions 2011*, which describes our strategic objectives as:

Access

There will be improved access to quality services, and the people using the services will have a say about how they are delivered.

Connections

Services will focus on the individual learning needs of young people from diverse cultural and social backgrounds, particularly Aboriginal people.

Early Foundation

Families and communities will have the confidence, knowledge and capacity to support the early development of their children.

Maximising Potential

Young people will have access to services that provide the opportunity for them to reach their potential.

Focus on Learning

Young people will be effective learners and will be supported to achieve their best.

Future Opportunity

Young people will be guided through learning pathways that equip them for citizenship, employment and a strong future within a globalised economy.

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

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

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 DECS for the year 2009-10, accessed at www.decs.sa.gov.au > About DECS.

COMMUNICATION OBJECTIVE

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

Our stakeholders are:

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

DECS is accountable through the Minister for Education and the Minister for Early Childhood Development, the Hon Jay Weatherill MP to the South Australian Parliament.

This annual report provides information about the function of DECS – who we are and what we achieved during the 2010 school year.

Letter of transmittal

The report outlines the achievements and performance of the Department of Education and Children's Services (DECS) for the calendar year ended 31 December 2010.

The Hon Jay Weatherill MP
The Minister for Education
The Minister for Early Childhood Development

Dear Minister

In accordance with the *Public Sector Act 1995*, the *Public Finance and Audit Act 1987*, the *Education Act 1972*, and the Department of the Premier and Cabinet's PC013 – Annual Reporting Requirements, I am pleased to present to you the Department of Education and Children's Services Annual Report 2010 for presentation to Parliament.

The report outlines the achievements and performance of the Department of Education and Children's Services (DECS) for the calendar year ended 31 December 2010. The report also presents information on the department's finances and human resources relating to the 2009-10 financial year.

During 2010, our six new Education Works schools were completed or reached their final stages of construction, children's centres continued to be opened and hundreds of new classrooms, gyms, halls and libraries were constructed as part of the Building the Education Revolution initiative.

Equally important has been the intensive work involved to trial the new Australian Curriculum documents, and the continued emphasis on literacy and numeracy outcomes through the efforts of schools and preschools working with the Literacy Secretariat, curriculum groups and regions.

I would like to also acknowledge the significant work which has occurred in preschools and early childhood services this year to advance national reforms and partnerships.

DECS continues to make significant contributions to South Australia's Strategic Plan as a lead agency for nine targets across early childhood, schooling and Aboriginal education, and a contributing agency to three other targets.

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

Yours sincerely



Gino DeGennaro
Acting Chief Executive
Department of Education and Children's Services
31 March 2011

Executive summary

For further summaries of DECS achievements, see the chapter summaries on pages 36, 48 and 54.

SOUTH AUSTRALIAN LITERACY/NUMERACY PERFORMANCE

In national testing for numeracy, reading, spelling, writing, and grammar and punctuation South Australian students continue to perform consistently with results achieved in previous years, and relative to students in other states and territories.

MAXIMISING PATHWAYS FOR YOUNG SOUTH AUSTRALIANS

Various programs aimed at engaging young people in secondary education and providing flexible opportunities to partner with community, trades and industry continue to thrive.

PREMIER'S READING CHALLENGE

In 2010 there was a 4% increase from 2009 in the number of students taking the Challenge – 116,280 or 66% of public education students took part.

PREMIER'S BE ACTIVE CHALLENGE

There was a 35% increase in the number of students who took part in the 'be active' Challenge from 2009, with 37,400 students, 80% of whom were from public schools.

ABORIGINAL CULTURAL STUDIES CURRICULUM RESOURCE

Following extensive consultation with Aboriginal communities and educators and the tertiary sector, a draft curriculum resource for schools was completed for final endorsement.

CHILDREN'S CENTRES

Nineteen children's centres for early childhood development were completed by December 2010.

POLICY REFORM AGENDA LAUNCHED

Ongoing educational policy reform included a focus on valuing teachers, child care workers and public education; listening to young people; developing socially inclusive schools and preschools; and responding better to the needs of Aboriginal people and young people with a disability.

NATIONAL OBJECTIVES SUPPORTED

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

About the Department of Education and Children's Services



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■ ABOUT THE DEPARTMENT OF EDUCATION AND CHILDREN'S SERVICES

Young people are at the centre of everything we do.

DECS is responsible for ensuring the provision of high quality children's services and public education throughout South Australia.

We are a large organisation with some 25,000 people working in just over 1,000 locations. Our schools and preschools provide services to more than 180,000 young people and their families.

Our key functions are:

- **to set the directions for education and care in South Australia**

We ensure the education system is well positioned to deliver high quality education and care through strategic and coordinated leadership in implementing South Australia's Strategic Plan, integrated policy development in collaboration with key stakeholders, and planning for an effective workforce to meet current and future requirements.

- **to provide and regulate children's services**

We drive the reform of early childhood education and care systems to secure improved outcomes for childcare in SA.

- **to manage the State's education system**

We deliver high quality primary and secondary education to school students across the State. DECS is responsible for the education of children and students across all areas of the curriculum.

■ OUR VISION

Young people in South Australia achieve a positive social and economic future.

■ OUR GOALS

Connecting with communities

We will improve relationships with families and communities, and work together to meet individual care and education needs.

Developing young people

We will engage with and listen to young people as we nurture their development in a way that provides a basis for lifelong learning.

Aiming for a better future

We will help young people gain the academic and social skills necessary to become capable, confident and productive members of society.

■ OUR VALUES

The following six organisational values are the tenets which guide adult and student behaviours within central office, schools and children's services.

Cooperation

We show cooperation by constructively thinking, working and learning together, by valuing the uniqueness of each individual and by being capable of uniting cohesively as a group and community. We recognise our local and global inter-connectedness.

Excellence

We show excellence by being innovative, creative and responsive in the way we think, act and learn. In meeting and overcoming challenges, we expand capabilities to achieve appropriate quality outcomes and success.

Fairness

We show fairness by acting without bias and recognising that the causes of inequity are socially constructed and can be changed by behaving in a way that leads to equitable outcomes.

Integrity

We show integrity by consistently applying moral and principled behaviour which reflects trust and honesty.

Respect

We show respect by honouring and considering others and treating them with dignity, empathy, esteem and courtesy.

Responsibility

We show responsibility through accountability and strategically leading, planning and managing for today, with tomorrow in mind.

■ SUPPORTING SCHOOLS AND PRESCHOOLS

All levels throughout DECS aim to support staff in schools and preschools to focus on the learning needs of young people. We want to empower principals to lead, teachers to teach and children to learn.

Recognising schools and preschools

We aim to recognise, value and promote the status of teachers, child carers and public education.

Staying in touch

We aim to further develop and strengthen relationships with parents, teachers and other key stakeholders.

Business systems

We aim to cut 'red tape' inefficiencies, streamline administration tasks and improve IT systems to support school and preschool staff.

■ GOVERNANCE

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

We strive to maintain the highest ethical and moral standards in all of our dealings, both internally and externally. All staff are required to adhere to a set of governance arrangements that cover ethical conduct, rigorous financial management standards, clear roles, responsibilities and delegation rules, and a clear employment framework.

LEGISLATIVE RESPONSIBILITIES

The Minister for Education, the Hon Jay Weatherill, holds responsibility for the following Acts and Regulations made under them:

- *Education Act 1972*
- *SACE Board of South Australia Act 1983*
- *Teachers Registration and Standards Act 2004*

The *Education Act 1972* provides for compulsory primary and secondary education in South Australia.

In 2008, the South Australian Government created the portfolio of Minister for Early Childhood Development. The Ministry focuses on coordination and integration of child care, education, health and family support services for children 0-8 years and their families.

The Minister for Early Childhood Development, the Hon. Jay Weatherill MP is responsible for the *Children's Services Act 1985* and its associated Regulations.

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

The *Education Act 1972* and the *Teachers Registration and Standards Act 2004* also relate to the provision of early childhood education and care services. Minister Weatherill is responsible for these Acts in his capacity as Minister for Education.

The State Government is committed to reforming the *Education Act 1972* and the *Children's Services Act 1985* to entrench a modern legislative framework for education and early childhood service provision.

This State legislative reform is occurring within the context of the *Education and Care Services National Law Act 2010*, which has been developed by all jurisdictions to underpin the new national early childhood quality agenda. This applied legislation was passed in Victoria late in 2010.

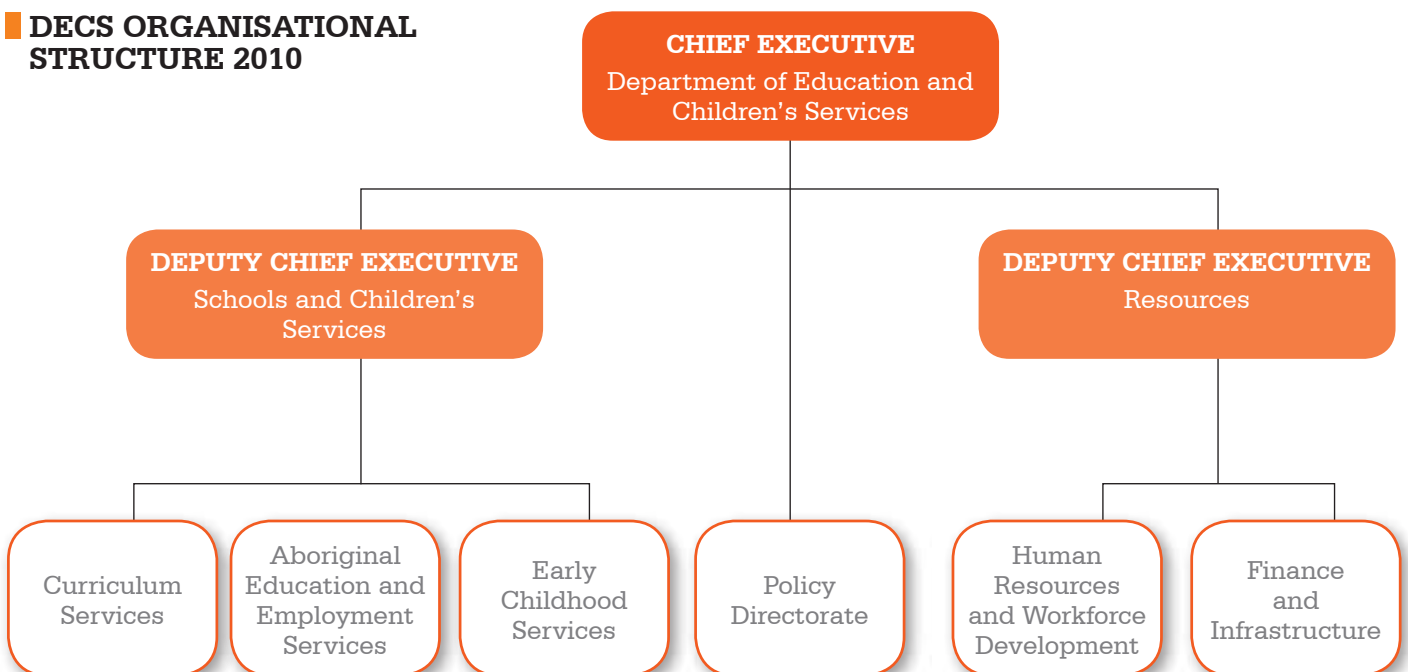
RELEVANT STATUTORY AUTHORITIES

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

RELEVANT MINISTERIAL ADVISORY BODIES

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

DECS ORGANISATIONAL STRUCTURE 2010



LEADERSHIP WITHIN DECS

DECS has a Corporate Executive Team (CET) that meets regularly to share information, discuss issues in a strategic manner and contribute to the decision-making process.

Members of CET comprise:

- the chief executive
- deputy chief executives
- executive directors
- the director, Office of the Chief Executive
- three regional directors (for a 12-month term)
- three site leaders, preferably from preschool, primary and secondary (for a six-month term)
- the executive officer (a principal policy adviser from the Office of the Chief Executive).

CET considers and provides advice in relation to:

- national matters
- strategic risk assessment
- Aboriginal education and employment
- strategic communications
- the development and review of major strategies and policies.

REGIONS

In December 2006, Cabinet approved the adoption of 12 regions by all State Government departments to better coordinate government services. In 2009, DECS realigned regional boundaries; a list of schools, preschools and children's services within each region can be found at www.decs.sa.gov.au/locs.

The regional boundaries are shown over the page.

Each region has its own regional director and support team. The regions are designed to work in a cohesive, consistent way in supporting children's services, preschools and schools to implement government and department policy, and to support learner needs.

Regional offices are responsible for:

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

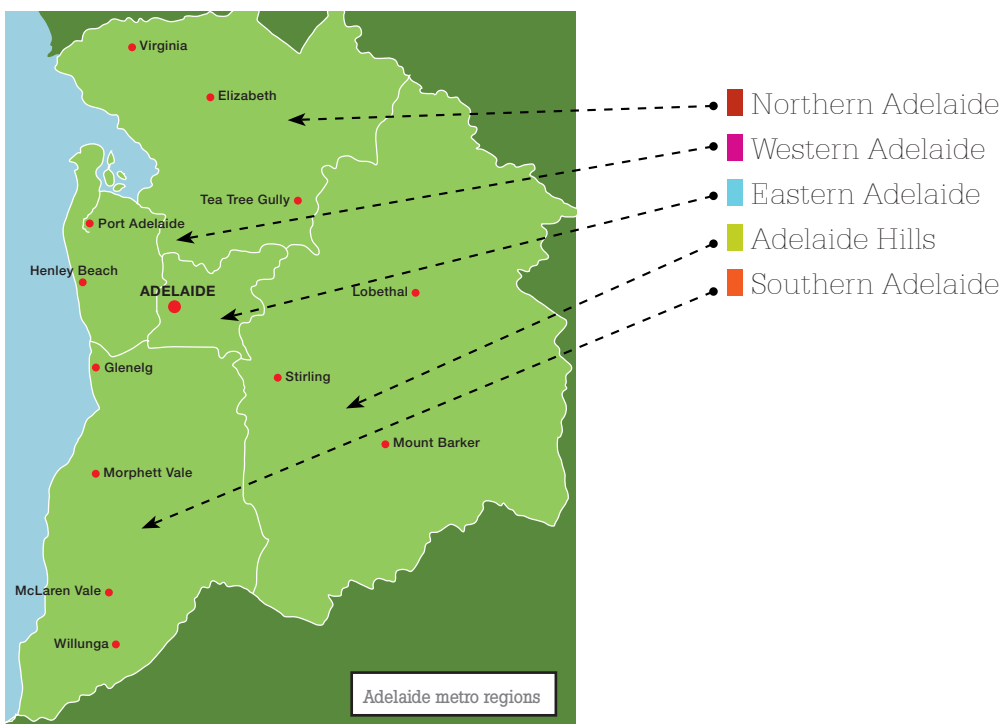
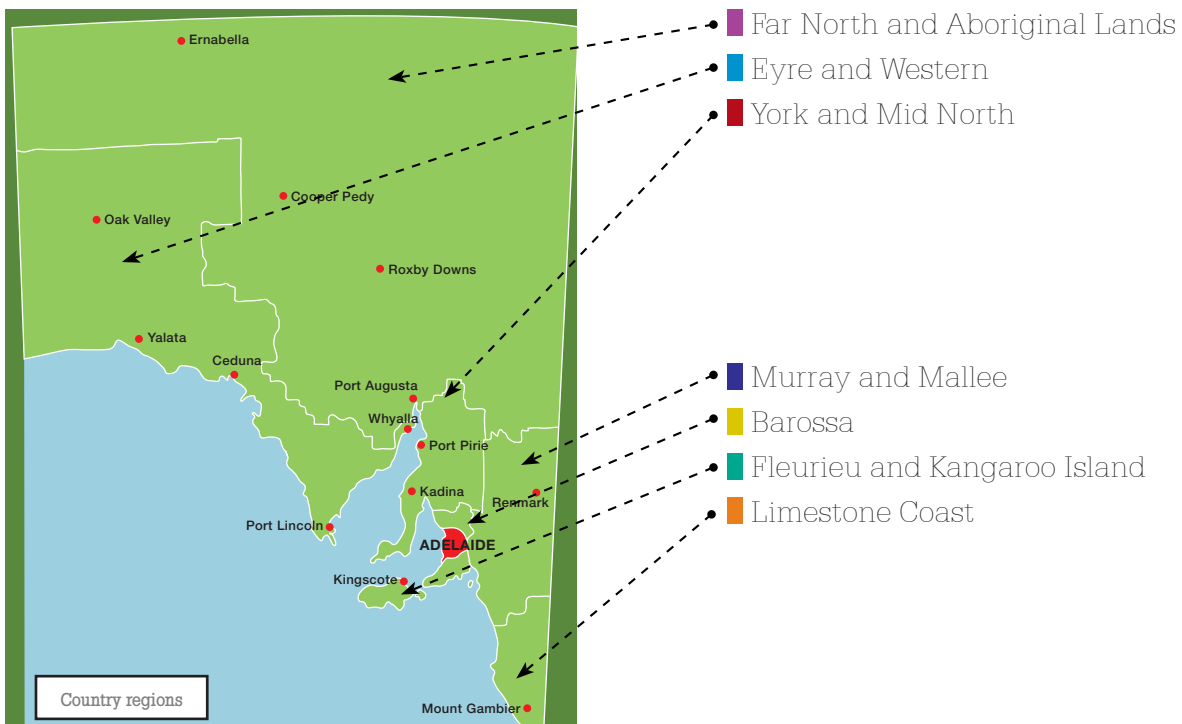
CENTRAL OFFICE

DECS Central Office has the major responsibility for interactions between DECS and:

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

DECS Central Office is responsible for leading and developing early childhood services and education system policies, designing programs and allocating resources. Central Office also provides services to early childhood service providers, preschools, schools and regions for those functions that are more effectively undertaken at an aggregated level, such as research and evidence-based strategies, reporting, recruitment, workforce development, staffing, legal services and auditing.

DECS REGIONS



SUPPORTING STATE GOVERNMENT OBJECTIVES

South Australia's Strategic Plan (SASP) currently has 98 targets, identified under six objectives:

1. Growing Prosperity
2. Improving Wellbeing
3. Attaining Sustainability
4. Fostering Creativity and Innovation
5. Building Communities
6. Expanding Opportunity.

DECS is accountable for nine lead targets from Objectives 4 and 6, and contributes to three targets from Objectives 1 and 6.

NINE LEAD TARGETS – DECS

- T4.5 *Understanding of Aboriginal culture:*
Aboriginal cultural studies included in school curriculum by 2014 with involvement of Aboriginal people in design and delivery
- T6.2 *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
- T6.4 *Early Childhood—AEDI:*
Improve South Australia's performance on the Australian Early Development Index
- T6.12 *Year 3:*
By 2010, 93% of students in Year 3 to achieve the national benchmarks in reading, writing and numeracy
- T6.13 *Year 5:*
By 2010, 93% of students in Year 5 to achieve the national benchmarks in reading, writing and numeracy
- T6.14 *Year 7:*
By 2010, 93% of students in Year 7 to achieve the national benchmarks in reading, writing and numeracy

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

- T6.16 *SACE or equivalent:*
Increase yearly the proportion of 15–19 year olds who achieve the South Australian Certificate of Education or comparable senior secondary qualification
- T6.17 *Science and maths:*
By 2010, increase by 15% the proportion of students receiving a Tertiary Entrance Rank (TER) or equivalent with at least one of the following subjects: mathematics, physics or chemistry
- T6.18 *Aboriginal education—early years:*
Increase yearly the proportion of Aboriginal children reading at age-appropriate levels at the end of Year 1

THREE CONTRIBUTING TARGETS – DECS

- T1.16 *Share of overseas students:*
Double South Australia's share of overseas students by 2014.
- T6.15 *Learning or earning:*
By 2010, increase the number of 15-19 year olds engaged full-time in school, work or further education/training (or combination thereof) to 90%.
- T6.21 *VET participation:*
Exceed the national average for vocational education training participation by 2010.

In addition, all government agencies contribute to a number of other targets associated with performance and diversity in the public sector, such as customer and client satisfaction with government services, Aboriginal wellbeing, women in leadership, Aboriginal employees and people with disabilities.

DECS ABORIGINAL STRATEGY AND APPROACH TO RECONCILIATION

We are committed to reconciliation, as reflected in the reconciliation statement and in the South Australian Curriculum, Standards and Accountability framework that requires all teachers to incorporate Aboriginal and Torres Strait Islander peoples' perspectives into their daily teaching.

As an organisation, we are also committed to contributing in a practical way to reconciliation through:

- supporting and improving the learning outcomes of Aboriginal children and young people
- ensuring that all young people in care and at all stages of schooling undertake studies to celebrate, value and learn from and about Aboriginal peoples, including diversity of histories, cultures, languages, achievement and issues, past and present
- incorporating Aboriginal perspectives throughout the curriculum where appropriate
- improving the recruitment, retention, and career pathways of Aboriginal people
- young people participating in NAIDOC Week activities including Koori Kids Creative Writing activities and meeting cultural ambassadors
- assisting Reconciliation South Australia to develop the education pack *Forgotten heroes: Honouring the service and sacrifice of Aboriginal and Torres Strait Islander peoples* (2010) for South Australian school children (also in partnership with the Catholic Education Office and Independent Schools Association).

The DECS *Aboriginal Strategy 2005-2010* is the key instrument developed to create and embed systemic change across DECS. The strategy is organised under four key focus areas:

- More innovative and cohesive services
- Participation, retention and attendance
- Literacy and numeracy
- Culturally appropriate curriculum and teaching.

Reconciliation is a core aspect of the DECS Corporate Executive Team's (CET) business. In 2010, the CET maintained its focus on renewed effort to support the work of sites, regional offices and the central office in the implementation of the *Aboriginal Strategy 2005-2010*. Progress is reported annually to the Minister for Education and Minister for Early Childhood Development. Underpinning the implementation of the strategy, the chief executive has incorporated Aboriginal education accountability requirements into our executive performance processes.

For further details about strategies to assist Aboriginal young people, see page 25.

■ SUPPORTING NATIONAL OBJECTIVES

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

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

More information about these partnerships can be found at <http://www.federalfinancialrelations.gov.au/Default.aspx>

AUSTRALIAN CURRICULUM

DECS is committed to and is actively involved in contributing to the Australian Curriculum Assessment and Reporting Authority (ACARA) design, development, trial, consultation and implementation processes for the Australian Curriculum.

The Minister's Council (MCEECDYA) met on 8 December 2010 and endorsed the phase one (English, mathematics, science and history) materials for publication and trial. All public education sites received a Chief Executive Circular on 17 November 2010 outlining an implementation timeline that sees 2011 as a familiarisation year for primary and secondary sites.

DECS has undertaken a range of consultative processes with stakeholders in relation to the R-10 curriculum in 2010. Some of these were conducted jointly with ACARA.

During 2009 and into 2010 (prior to the release of the phase one draft materials), more than 1,500 educators and leaders were consulted about the Australian Curriculum Shaping and Learning Area framing papers developed by ACARA.

More than 3,000 teachers, leaders, regional staff, academics and parents have been involved in consultation and information sharing.

Following the release of the phase one draft curriculum for English, history, mathematics and science, 27 public education sites were involved in the ACARA and DECS trials. We are currently participating in the consultation process to develop Australian Curriculum materials for phase two learning areas – geography, the arts and languages.

BUILDING THE EDUCATION REVOLUTION

The Australian Government announced the *Building the education revolution* (BER) initiative in February 2009 as part of the National Economic Stimulus Package. There are three components to BER:

- *Primary schools for the 21st Century*

This program provides funding for new libraries, new multipurpose halls, new classrooms, refurbishment of existing libraries, halls and classrooms, and other projects

to be considered if a school determined all the above facilities meet contemporary learning standards.

Five hundred and seventeen public education schools were allocated up to \$3 million in three rounds. DECS will receive total funding of \$824 million for this program from 2008-09 to 2010-11.

- *Science and language centres*

This program provides funding for contemporary science or language facilities in schools with a secondary enrolment. The Australian Government provided \$47.78 million for 40 public education projects.

- *National school pride*

Five hundred and ninety schools received funding up to \$200,000 each with total funding of \$72 million allocated to this program. The Australian Government provided for projects such as small scale infrastructure and/or minor refurbishment of buildings. *National school pride* funding was provided directly to schools and were managed locally by schools.

DIGITAL EDUCATION REVOLUTION

The Australian Government is investing funds of more than \$2 billion in the *Digital education revolution* (DER). The aim of the DER is to contribute sustainable and meaningful change to teaching and learning in Australian schools that will prepare students completing years 9 to 12 for further education, training and to live and work in a digital world. All states have agreed that they will work with their schools to assist the Australian Government to achieve this aim.

In South Australia this involves the purchase and deployment of more than 39,000 computers and the upgrade or installation of networks in 162 schools. The overall program of activities is required to be completed by 31 December 2011.

Round One of the computer deployment was achieved successfully on time by 30 June 2010. Round Two is expected to be complete in early 2011. The completion of rounds one and two will mean all DER schools have achieved a 1:2 computer to student ratio. Round Three will occur throughout

2011 and once complete will have achieved the program objective of one computer for every year 9-12 student.

In 2010, 71 schools had their network upgrades completed, with 17 still in progress and a further 50 schools scheduled for upgrades commencement in Term 1, 2011.

EARLY CHILDHOOD EDUCATION (UNIVERSAL ACCESS)

In June 2009, states and territories entered into this national partnership with the Australian Government to implement universal access to early childhood education. Under the agreement, South Australia will be provided with \$65.4 million to ensure that by 2013 every four-year-old child will have access to 15 hours of preschool per week in the year before school, delivered by a four-year university-trained early childhood teacher.

Implementation has commenced to deliver 15 hours of preschool in existing DECS-funded preschools in our most disadvantaged communities, including those with the highest proportion of Aboriginal children.

In addition to the original nine sites involved in a trial of the project, 124 Category 1 preschools have received funding to deliver 15 hours of preschool. (The category assigned to a preschool is an indication of the degree of social disadvantage and isolation. There are three levels, with Category 1 indicating a community with the highest need and Category 3, those with the lowest need.) These preschools are located in the Far North and Aboriginal Lands, Northern Adelaide, Western Adelaide, Southern Adelaide, the Murray and Mallee, and 12 preschools with high Aboriginal enrolments.

Achievement during 2010 included the following:

- The roll-out of Universal Access has resulted in an estimated 4,769 four year old children in our most disadvantaged communities having access to 15 hours of preschool. This includes 536 Aboriginal children, which represents 75% of the total four-year-old Aboriginal population.
- The Aboriginal and Indigenous (including remote communities) Universal Access Strategy was developed to support the implementation of the national partnership. It identified five key focus areas for future effort: increasing the supply of early childhood education; positive community awareness and engagement; quality early childhood programs and activities; cultural awareness of teachers and support staff; and quality assurance and accountability.
- The Stakeholders Advisory Committee was established to ensure that the DECS chief executive has up-to-date advice in relation to issues that impact on the implementation of Universal Access in South Australia. These meetings are chaired by Glenn Rappensberg, Chief Executive, Novita Children's Services Inc.

NATIONAL QUALITY AGENDA FOR EARLY CHILDHOOD EDUCATION AND CARE

This national partnership commenced in December 2009 and through the application of a national quality framework and associated regulatory system, aims to ensure that every long-day-care service, family day care scheme, out of school hours care service and preschool provides a quality service. The system will become fully operational on 1 January 2012.

Achievements during 2010 included the following:

- In June 2010, field testing of the national quality assessment instrument and ratings process commenced with South Australian long-day-care services, with a second phase of field testing including all four service types completed by early 2011.
- The *School-age care framework: My time our place* was developed and consultation commenced.
- A statewide inquiry project involving some 36 services of all types to identify implications of implementing the NQA was completed.

- The *Educator guide to using the early years learning framework* was developed by South Australia and published by DEEWR. More than 3,000 South Australian early childhood educators from preschools and child care services participated in professional learning about implementing the Early Years Learning Framework, which forms an important part of the National Quality Standard.

South Australia will receive \$5.73m to implement the new regulatory arrangements, and an additional \$1.25m for transitional support for the period from 2010-11 to 2013-14.

Implementation of the National Quality Standard started from 1 July 2010 and the National Quality System will become fully operational from 1 January 2012.

INDIGENOUS EARLY CHILDHOOD DEVELOPMENT

COAG (Council of Australian Government) has agreed to six targets for 'closing the gap' between Indigenous and non-Indigenous Australians across urban, rural and remote areas. In giving effect to these commitments, in October 2008 COAG also agreed to this national partnership, comprising \$564 million of funding over six years, consisting of the following three elements:

- Integration of early childhood services through Aboriginal Children and Family Centres (Element 1 – DECS lead agency)
- Increased access to antenatal care and teenage sexual and reproductive health (Element 2 – Health lead agency)
- Increased access to and use of maternal and child health services (Element 3 – Health lead agency).

Element 1 has a funding allocation of \$25.22 million over five years for the establishment of Aboriginal children and family centres in South Australia. Aboriginal children and family centres will provide early childhood development programs and services for Aboriginal children, from the antenatal phase to five years of age, and their families.

Achievements during 2010 included the following:

- The site locations for the Aboriginal children and family centres were approved for:
 - Ceduna Area School
 - Hincks Avenue Primary School in Whyalla
 - Christies Beach Primary School
 - A fourth centre is being established at Ernabella Anangu School in Pukatja.
- Aboriginal community development coordinators have been employed to engage the community in early planning for the centres and to encourage and support parents and families to participate in all aspects of the Aboriginal Children and Family Centre when operational.
- 'Enabling groups' have been established at each location to engage key government, non-government and community representatives to provide leadership and strategic direction in the planning, development and establishment of the centres.

Programs and services for children and families at the Pukatja centre have commenced within existing facilities. A range of government and non-government agencies are providing the services in partnership. An additional building to enable expansion of services will be constructed during 2011.

SMARTER SCHOOLS

The Smarter Schools National Partnerships aim to address disadvantage, support teachers and school leaders and improve literacy and numeracy.

The National Partnership (NP) Agreement on Low SES School Communities addresses the issue of social inclusion and responds to Indigenous disadvantage. In South Australia this NP is known as the Communities Making a Difference National Partnership. DECS has targeted the resources into clusters of low socio-economic status (SES) schools or in regions with a high proportion of these schools. These schools are able to flexibly deliver support for disadvantaged young people through personalised approaches customised to meet their needs.

Specific achievements delivered through this NP in 2010 include:

- supporting more than 400 young people to achieve vocational education and training competencies leading to higher level Certificate III

- supporting 61 principals in low-SES schools to participate in the *Principal as literacy leader* program
- reviewing 65 schools to support whole-school planning and improvement.

In addition, more than 2,400 young people participated in community mentoring, secondary mentoring and youth development. In 2010, the Innovative Community Action Networks (ICAN) model was expanded and is now operational in 10 areas of the State (six more than in prior years). More than 3,500 young people were supported in both the ICAN school flexible learning option (FLO) enrolments category and through ICAN-funded case management.

Funding was provided to support tailored mentoring for up to 400 individual Aboriginal young people across years 5-9 who may not be reaching their full potential and/or are on the cusp of disengaging.

The Improving Teacher Quality NP focuses on developing strong school leadership and new approaches to teacher recruitment, development, retention and reward. Strategies commenced for DECS in 2010 that focused on leadership development, continuous improvement in schools, improving performance management and development, broadening pathways into teaching, and attracting, retaining and rewarding teachers.

Specific achievements for this NP include developing and scoping a community-based teacher education program for Aboriginal people in SA. For more information see HR reporting on page 68.

DECS teachers and leaders took part in consultation and validation of the *National professional standards for teachers* and indicated a positive view of the potential of these standards to become a reference for quality and performance.

The new Step 9 increment recognising high quality teachers was also introduced. For more information on achievements in this NP see HR reporting on pages 68-81.

The National Partnership Agreement for Literacy and Numeracy focuses on the key areas of quality teaching of literacy and numeracy, stronger school leadership and the effective use of student performance information to identify where young people need support. In 2010 this partnership also provided funding to support literacy and numeracy achievement in schools identified as poorly performing on the *My School* website.

Achievements for participating schools from this NP in 2010 included:

- increasing professional development and support for school leaders and teachers
- an improvement in effective teaching practice based on evidence from student achievement data
- expanding networks of expert literacy partnership coaches, expert numeracy partnership coaches and coordinating field officers.

■ POLICY REFORM AGENDA

We support ongoing policy reform with a focus on:

- valuing teachers, child care workers and public education
- supporting principals to be education leaders
- providing leadership in early childhood development and education
- listening to young people
- developing schools and preschools that are connected with their communities, and founded on social inclusion
- responding to the needs of young Aboriginal people and families
- responding better to the needs of young people with a disability.

In August 2010 the Minister for Education and Minister for Early Childhood Development released *A new relationship with schools and preschools*, the first in a series of policy discussion papers to address key challenges, issues and future directions for education and children's services in South Australia.

Supporting our teachers, released early in 2011, aims to highlight new initiatives and generate discussion on how the teaching workforce can best respond to the challenges of the next generation.

■ DECS INITIATIVES AND PROGRAMS ACROSS ALL STAGES OF EDUCATION (BIRTH-YEAR 12)

Strategic objectives: Focus on Learning, Access, Connections

LITERACY SECRETARIAT

The Literacy Secretariat at DECS promotes high quality literacy teaching, learning and leadership through a focused approach to literacy improvement from birth to Year 12 for public education sites and regions.

During 2010, a range of resources were developed, including:

- a whole-site literacy improvement model *Literacy achievement for all learners in all communities*
- a position paper on quality literacy teaching *Engaging in and exploring effective literacy teaching*
- the first of a range of academic research papers: *Understanding the reading process*
- teaching guides to support teachers with *Phonics, Spelling, Reading for enjoyment, Poetry, Writing and Persuasive writing*
- a *Birth to age 8* and a *Reception to Year 12 literacy continua* to support teachers to program and plan developmental literacy learning
- a literacy assessment toolkit provided to each regional office with copies of a range of assessment instruments for sites to access
- a 10-module professional learning course *How language works: Success in literacy and learning*.

Activities to support the development of literacy improvement in children and young people included:

- the development of online communications and professional learning resources

- the development of a B-12 literacy leaders network which delivered five professional learning days to literacy leaders from over 600 sites
- the delivery of professional learning programs through the SA *Accelerated literacy* program, *Teaching ESL students in mainstream classrooms* (TESMC), *Stepping Out-Writing*, *Reading recovery*, *Running records teacher training*, *Aboriginal three year old resource*
- engagement of 116,280 students in the Premier's Reading Challenge
- delivery of the Literacy and Numeracy Expo, held in August 2010 as part of Literacy and Numeracy Week
- delivery of ESL programs and the *Early years literacy* initiative
- collaborative work with the regions to provide professional learning for leaders and to develop regional literacy initiatives.

SPECIFIC PROGRAM OUTCOMES

• *Accelerated literacy*

The *South Australian accelerated literacy* program works in schools in areas of educational disadvantage to provide support in all aspects of literacy. The program is funded through co-contributions by the Literacy Secretariat and schools, and consists of focused professional development and in-site support for teachers, observing, providing feedback and planning.

During 2010, 58 out of 293 schools in Disadvantaged Category 1-4 (see page 14 for an explanation) were involved in the program, supported by nine consultants. An evaluation of the program was conducted in 2009, and recommendations will inform future aspects of the program.

• *Teaching English as a second language (ESL) students in mainstream classrooms*

This nine-module accredited course provides an introduction to supporting ESL students' language development and use. Activity during 2010 included the delivery of 14 courses in sites to approximately 210 educators, and delivery of a Central Office course for literacy coaches.

Since 2007, 87 courses have been delivered, involving some 1300 educators. Evaluations monitor educator satisfaction and relevance of materials, however the impact on teacher practice is difficult to ascertain objectively.

• **How language works: Success in literacy and learning**

This 10-module accredited course was developed through 2009 and 2010 to provide sustained professional learning to support teachers' understanding of how the English language system works. During 2010, two trial courses were conducted to inform course development, to be implemented in February 2011. Activity included work with Smarter Schools National Partnership (literacy and numeracy) literacy coaches, as part of which 24 tutors were trained to deliver the course in 2011 and beyond.

Course evaluations indicate a high level of satisfaction with the course content in developing deeper understanding about language and its practical application to literacy improvement.

• **B-12 DECS Literacy Leaders' Network**

This initiative began in 2010 and aims to provide coherent and sustained professional learning resources based around our literacy improvement model. Leaders are supported through regular events and online resources.

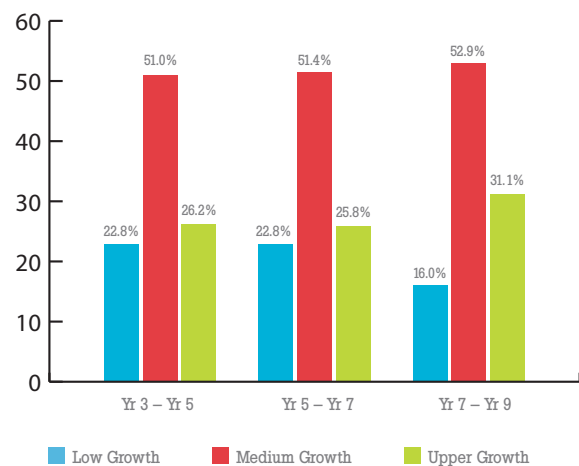
Last year, 600 sites nominated a literacy leader for the network, with 479 leaders from 244 sites participating in network activities across South Australia. The 2010 program comprised six days of professional learning for literacy leaders with 826 registrations.

Evaluations indicate a number of positive outcomes and a review of the program by participants was conducted in Term 4 of 2010, which will be used to refine future program design.

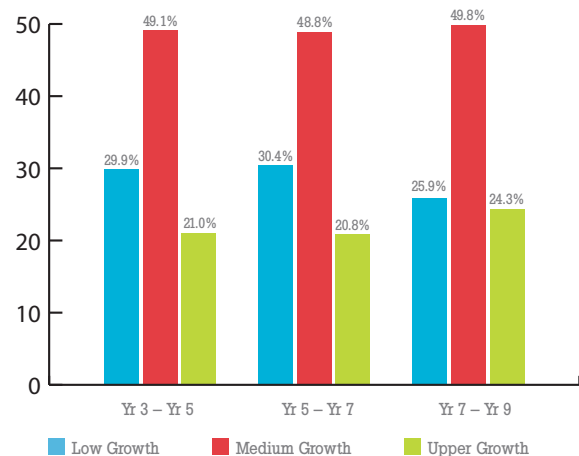
• **Premier's Reading Challenge**

This literacy engagement program, now in its seventh year, challenges students from Reception to Year 9 to read 12 books by September each year. Students in years 10, 11 and 12 are welcome to continue their participation. A range of certificates and medals are awarded to students who complete the challenge. Many schools incorporate the Challenge into their whole-of-school approach to literacy.

Reading growth of students participating in the Premier's Reading Challenge



Reading growth of students not participating in the Premier's Reading Challenge



Source: DECS Data and Educational Measurement

In 2010, the Challenge was completed by 116,280 students from all three education sectors, a 4% increase from 2009. Of these, 79,953 were public education students, which is approximately 66% of all DECS students from Reception to Year 9.

Reflecting our priorities to improve the educational outcomes for Aboriginal students, a total of 3,116 Aboriginal students completed the Challenge in 2010, a 16.7% increase from 2009.

A *Hall of fame* medal was awarded to 7,192 students who have completed the Challenge every year since it began in 2004.

In the results for the National Assessment Program Literacy and Numeracy (NAPLAN) in 2010, public education students who completed the PRC in years 3, 5, 7 and 9 showed better rates of reading growth over the past two years than public education students who did not participate in the Challenge. These results have been maintained from 2009. The results demonstrated that the Challenge is attracting students from all ability levels, not just those who are in the upper bands for reading.

- ***Running records teacher training***

Running records provide an assessment of text reading, and are designed to be taken as a child reads orally from any (continuous) text. The record provides evidence of the kinds of things that children can do with the information they can get from print. This initiative is a six-hour professional learning program that covers the conventions of collecting running records, their analysis and use and the development of targeted strategies in class literacy teaching. It contributes to improving quality teaching as part of the whole-site literacy improvement cycle. It also supports collection of reading data from Year 1 and 2 children at the local site, regional and statewide levels.

Since 2005, more than 4,000 early years teachers have trained in this course. In 2010, 31 training sessions were conducted in 10 regions to meet the needs of 500 teachers. We offer an amended version of this course to pre-service teachers in their final year at Flinders University and the University of South Australia.

- ***National Literacy and Numeracy Week***

During National Literacy and Numeracy Week, childcare, preschools and schools celebrate the work they do in raising the literacy and numeracy levels of their learners, and promote this work with and within the community.

South Australia's Literacy and Numeracy Expo was held on August 2010 at the Education Development Centre in Hindmarsh in recognition of this week.

- ***ESL program***

This program aims to provide an effective pathway for students from culturally and linguistically diverse backgrounds learning English as a second or additional language. The program includes the *New arrivals* program for students who have newly arrived in Australia, and the *ESL General support* program for ESL students. It is supported by a range of services available to schools, teachers, regions and students including:

- bilingual support
- regional consultants
- community liaison officers
- the Educational Psychological Service.

- ***New arrivals program (NAP)***

This initiative supports new arrivals requiring intensive support to develop English language skills, familiarity with the South Australian curriculum and socialisation into the community. Support is provided through NAP centres and targeted support for students in country schools who cannot access a NAP centre. Students transition from NAP when they achieve agreed English language levels based on the ESL Scales.

In 2010, 15 primary NAP centres were supported. Humanitarian entrants are a significant cohort of NAP student enrolments (approximately 45%). In addition:

- 44 country schools across eight regions received Geographic Isolation funding, which provides additional resources to support students in country schools who cannot access a NAP centre to access a NAP program through their school
- resources were developed for 2011 to support students and families including:
 - a primary NAP parent report to help student and parent understanding of achievement
 - an individual learning plan that is included in the exit report for use by teachers of students requiring further assistance after they transition to a mainstream school
 - a NAP parent information handbook that provides families with information about practices in NAP centres.

Targeted Refugee Interventions Funding (TRIF) also provides additional assistance for student wellbeing and engagement with schooling, and parent/caregiver engagement.

Improved reporting by NAP centres through the use of data is an ongoing priority. In 2010 this focused on improved reporting of NAP exits, NAP extended eligibility and NAP transport use.

• **Support for English as a second language**

The *ESL General support* program assists students with a non-English speaking background to learn Standard Australian English to a level required at their respective year level of schooling. This applies to students who are permanent residents and most categories of temporary residents as well as Aboriginal or Torres Strait Islander (ATSI) students who are learning English as a second language or dialect. Aboriginal ESL students in the APY Lands are not eligible.

In 2010, the following outcomes for ESL students in mainstream schools were achieved:

- As at DECS 2010 Term 3 Enrolment Census, we supported 20199.54 FTE ESL enrolments in 378 schools, including 3017.87 FTE Aboriginal ESL enrolments, identified through school-based assessment of language need using the ESL Scales.
- NAPLAN results 2010 for ESL students at or above National Minimum Standard (see below) were positive.

2010 ESL student NAPLAN results – At or above national minimum standard (Data source: DECS Term 3 2010 enrolment census and 2010 DECS NAPLAN results)

| ESL students – 2010 NAPLAN results – at or above national minimum standard | | | | |
|--|--------|--------|--------|--------|
| Test aspect | Year 3 | Year 5 | Year 7 | Year 9 |
| Grammar | 80.2% | 83.6% | 80.2% | 81.2% |
| Reading | 85.9% | 80.0% | 88.9% | 78.3% |
| Spelling | 86.3% | 88.1% | 88.7% | 82.2% |
| Writing | 88.9% | 87.8% | 88.8% | 79.0% |

As of August 2010, there were 20,200 ESL students (identified on the basis of their language background and language need). This represents 12% of SA's total enrolment in public schools.

To date, 10 schools have been involved in the *ESL Innovative schools* initiative to develop an evidence-informed whole-school approach to improving outcomes for ESL students. Data collected so far shows strong evidence of changes in policy and practices contributing to improved outcomes for ESL students. An evaluation of the overall initiative as at the end of 2009 was completed and will be built on with the activities and data from 2010 to provide an evidence base for effective future intervention for ESL students.

• **ESL regional consultants and community liaison officers (CLO)**

In January 2010, eight ESL consultants were located in the metropolitan regional offices with responsibility for country regions. Their work is invaluable in making links and strengthening ESL knowledge and understandings between the ESL team, regional personnel and leaders and teachers in schools.

Community liaison officers continue to strengthen the links between schools and their culturally and linguistically diverse communities, particularly supporting parent/community engagement and student retention. A recent evaluation of the CLO program indicated a high level of client satisfaction.

• **Educational psychologists**

Two educational psychologists within the ESL program provide a broad educational psychological service to school communities, DECS units, Regional Support Services and communities about ESL learners, particularly newly arrived ESL students. They liaise closely with other agencies that provide services to children, students and their communities. The educational psychologists also support mainstream sites to respond appropriately to ESL students.

Strategic objectives: Focus on Learning, Future Opportunity

TEACHING 'THE ARTS' IN SCHOOLS COME OUT FESTIVAL AND ARTSSMART

We make a significant human and financial commitment to the Come Out Festival through an ongoing partnership, reaching more than 100,000 children in schools and preschools and hundreds of teachers across South Australia each festival.

In 2010, the Come Out Festival 2011 *Teachers' resource booklet* was produced and distributed to all schools and preschools in South Australia. Ten professional learning workshops for teachers in digital storytelling were presented to support the festival. Statewide projects were held in metropolitan and regional South Australia, involving more than 160 teachers from primary and secondary schools. Teachers had the opportunity to:

- learn new teaching skills, including about catering for different learning styles
- discuss new ideas and approaches in teaching the arts with their colleagues
- develop ICT confidence.

Teachers from across South Australia registered as Come Out 'arts ambassadors' to receive and promote education information about the festival and participate in the evaluation process. By end-December 2010, 404 sites and 450 teachers were represented.

A special song called 'Something to Say' was commissioned by the Come Out Festival for the statewide project *The Mighty Choir of Small Voices*. The song will form part of a world-wide phenomenon called 'Complaints Choir'. Lyrics, based on things that aggrieve students, were submitted from several schools and transformed into a song by a singer/composer, working within the Primary Schools Music Festival. This song will be performed by about 2,000 students during the opening event of the Come Out Festival 2011.

The ARTSsmart program ceased at the end of June 2010, although the initiative will broadly continue to improve the quality of arts education. In 2010 ARTSsmart achieved the following outcomes:

- Presented 19 different arts workshops
- Employed 25 artists
- Reached 1,000 students via professional artists in developing new arts skills (eg, script writing, choreography, design, set and costume construction, music, dance).

Windmill Theatre was successful in receiving funding in 2010 for a project that brought professional artists, students and teachers into a creative partnership. The funding was the result of an Australian Government initiative, Creative Education Partnerships, with DECS, Arts SA and the Australia Council for the Arts. Four primary schools were selected to participate in the *Artists in residence* program for 2010-2011, with 120 students and five teachers involved.

The project provides students with access to the rehearsal process, the theatre performance and workshops with the actors and creative team of a Windmill production. Students developed skills in script writing, choreography, design and construction of costumes and sets.

Windmill Theatre has an equity policy that provides students from disadvantaged schools with free tickets to a theatre performance: In 2010, 314 students accessed free tickets and 4,163 students attended a live Windmill Theatre performance.

Strategic objective: Connections

SUPPORTING CHILDREN WITH A DISABILITY AND ADDITIONAL NEEDS

The following programs in public education sites support compliance with the *Disability Discrimination Act (DDA)* through the provision of inclusive learning environments that facilitate equal access and increase learning outcomes for children and students with additional needs.

LEARNING DIFFICULTIES SUPPORT TEAM

The Learning Difficulties (LD) Support Team provides support to schools and families at DECS schools across the State for children and students with learning difficulties from preschool to Year 12.

Training and advice about the needs of children and students with learning difficulties such as dyslexia are provided to schools to assist them to develop appropriate strategies. A total of 154 professional development sessions were provided in 2010, including some to Catholic and independent schools. This training complements the work of the Literacy Secretariat, Innovative Community Action Networks (ICAN) programs and the birth to Year 12 curriculum framework.

The LD team manages an annual four-day Special Education Expo for educators and families providing professional development that focuses on literacy, numeracy, learning difficulties, inclusive/assistive technology, explicit teaching practices and curriculum differentiation. In 2010 there were 700 participants from government and non-government sectors, parents and tertiary personnel. Podcasts of selected presentations are available through the Special Education Resource Unit (SERU) website <http://web.seru.sa.edu.au/Workshops.htm#wksh19>.

During 2010, Disability Services formed a strong partnership with ICAN and the Australian Council for Educational Research (ACER) to improve the education, training and employment outcomes for ICAN participants. This included the development of a national online literacy and numeracy diagnostic tool, COMPASS. The project involved more than 1,000 students across 250 schools.

The LD team continued to work in partnership with ICAN and the SACE Board to:

- create e-learning opportunities and improve the teaching and learning practices for those who learn in the community
- develop accredited SACE and year 6-10 subjects through personalised learning experiences

- provide targeted response to interventions for students in years 6-12
- research projects with the Australian Mathematics Association for developing resources for differentiating mathematics learning to improve numeracy outcomes for secondary students at risk of not completing secondary schooling
- support learning for young people from non-English speaking and Aboriginal backgrounds and those in the juvenile justice system who are at risk of not continuing in education.

During 2010 the LD team also worked with DECS psychologists to support their work with various sites about learning difficulties, including capacity building in the areas of best assessment practices and implementation of programs that are effective. This included a discussion paper on dyslexia.

As part of a whole-of-government strategy to provide support and advice to families of children with disabilities and learning difficulties, the LD team manages a special needs helpline.

Funding for supporting students with learning difficulties is delivered to each school through the school Resource Entitlement Statement (RES). These grants are based on a number of factors including total enrolments and socio-economic disadvantage factors. The total allocated in 2010 was \$8.863 million. An additional \$1.5 million will be provided in 2011.

OTITIS MEDIA

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

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

In promoting curriculum access and retention of Aboriginal students with otitis media, a cross-agency program for identification and service delivery was developed in conjunction with Flinders University in 2006.

In 2010, 380 Aboriginal primary school students in the metropolitan area underwent a hearing assessment conducted in schools. Following the identification of impaired hearing, support service staff provide training and resources for the teacher and family. In addition to training on inclusive methodology, schools are also supported with improved acoustics and classroom amplification equipment. The program is the only Australian whole-of-population longitudinal study of hearing in Aboriginal children in a metropolitan area.

ACCREDITED TRAINING

We are aiming for a highly skilled workforce that has the capacity to support the learning needs of children and students with additional needs by providing qualified personnel with expertise relating to the specific educational needs of the students. Support is provided for DECS staff undertaking postgraduate study in targeted areas. In 2010, this program supported 41 staff undertaking Graduate Certificates in Special Education (Hearing Impairment) and Disability Studies: Transition of Young People from School to Adult Life.

DISABILITY SUPPORT

Students with disabilities account for 9.1% of total school population and of that group, 82% attend mainstream schools, 11.4% attend a special class or disability unit located on a mainstream site and 6.6% attend a special school. (Refer to the 2010 Statistical Annex for details.)

The *Disability support* program funds DECS students with disabilities and supports students who meet the impairment and eligibility criteria for Autism, Global developmental delay, intellectual disability, physical disability, sensory disability (vision, hearing) and speech and/or language disability. Between August 2009 and August 2010, 1,505 students were verified as eligible for the *Disability support* program.

Further information can be found on the DECS Disability Services website: <http://www.decs.sa.gov.au/svpst/pages/info/dsp/>

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

The educational support matrix brings together a student's diagnostic information with information gathered from the student's negotiated education planning (NEP) process. It is a tool or a set of guidelines used by disability coordinators to profile the educational support requirements for a student with disabilities and to allocate a level of support for funding purposes. A trial of the educational support matrix was conducted across all regions and 483 student profiles were completed by disability coordinators. In 2011 the matrix will be further developed, with the intention of replacing the current processes.

In 2010, a national forum of state and territory education directors of disabilities was held to discuss topics of national interest, including national definitions of students with disabilities, funding methodologies, the Australian Curriculum and local initiatives and directions.

This preliminary work in sharing knowledge and building relationships has assisted us in working on two national initiatives being developed by the Australian Government through the National Education Agreement and the Smarter Schools National Partnerships:

- The *National model for identifying school students with disability* trial
- Strategies for strengthening educational support for students with disabilities and special needs.

PAEDIATRIC SPEECH PATHOLOGY

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

The project plan has three key phases. Phase 1 (Analysis) was completed in June 2010 and Phase 2 (Development) was completed in December 2010. During Phase 2 the *Draft framework and model of the statewide paediatric speech pathology service in South Australia* was developed by a working group comprising speech pathologists, service managers and stakeholder representatives from SA Health, DECS and Speech Pathology Australia. In 2011 Phase 3 (Implementation) will occur.

SUPPORT FOR STUDENTS WITH HEARING IMPAIRMENTS

Children and students with significant hearing impairment who use Australian Sign Language (Auslan) as their primary mode of communication to access the curriculum are provided with additional support through the Special Education Support and Risk Management Scheme. In 2010, \$95,000 of this additional support was provided to support the curriculum access for 68 children and students. Sixteen of these were in mainstream settings, while the majority attended one of the six specialist centres for hearing impaired.

Strategic objective: Focus on Learning

PREMIER'S BE ACTIVE CHALLENGE

The Premier's *be active* Challenge aligns with key strategic initiatives and targets of South Australia's Strategic Plan, specifically target 2.2 regarding healthy weight and target 2.3 regarding physical activity. The Challenge has been provided with ongoing funding of \$319,000 annually. The Premier's *be active* Challenge is a flagship program of the *be active* South Australian Physical Activity Strategy.

The Premier's *be active* Challenge encourages all Reception to Year 9 students to do 60 minutes of physical activity daily. After completing four weeks of the challenge, students receive a medal. Schools are recognised with an award for supporting physical activity when students complete 10 weeks of the Challenge

In 2010, 37,400 students completed the Challenge – an increase of 35% from 2009. Successful students came from 295 schools and 45 home schools across the State. Of those schools, 80% of schools were public schools. Boys accounted for 50.9% of participants and 49.1% were girls. The majority (88.6%) of participants were from primary schools.

In 2008, SA was the first state to introduce a 'Negotiated Challenge' for students with disabilities. In 2010, 429 students with special needs completed the Challenge.

LANGUAGES EDUCATION IN PUBLIC SCHOOLS

Building on partnerships developed in 2009 with the SA Minister for Education and international government bodies, DECS aims to strengthen educational collaboration for the provision of additional support for public education teachers of languages.

Projects during 2010 included:

- language films being included as part of the DECS 2010 New Media Awards with four primary and four secondary schools participating, representing a total of six languages

- professional learning for teachers of Chinese and Indonesian, through partnerships with the University of South Australia and the Confucius Institute
- promotional activities to raise community awareness of languages programs, such as daily bilingual story telling sessions in over 10 languages, held in the DECS Learning Centre at the Royal Adelaide Show.

Strategic objective: Focus on Learning, Connections

CULTURAL DIVERSITY AND STUDIES OF ASIA

Multicultural education and Studies of Asia contributes to South Australia's Strategic Plan Target 5.8 – *Acceptance of cultural diversity*, plus the *National statement for engaging young Australians with Asia* (MCEECDYA 2006), the *National Asian languages and studies in Schools* program (NALSSP) and the DECS *Countering racism policy and guidelines* (2007).

The Australian Curriculum includes Asia and Australia's engagement with Asia as a cross-curriculum priority across all learning areas.

In 2010, highlights included the following:

- The *Including studies of Asia in curriculum* four-day professional learning course delivered in partnership with Flinders University for 35 school leaders and teachers
- The *Engaging students with Asia* statewide conference for 71 primary and secondary educators
- The *Leading 21st Century schools: Engage with Asia* project for 10 primary and secondary school leaders and 60 principals as part of the Limestone Coast Regional Leaders Asia Literacy Day
- Access Asia networks local professional learning and student cultural experiences involving 64 schools
- The 8th UNESCO Australia-Korea English teachers' camp for global understandings 1-18 January for 16 DECS and 100 Korean teachers in South Korea,

followed by 10 Korean teachers and UNESCO officials visiting and working in local DECS schools

- A partnership with the Adelaide Festival Centre for 10 DECS schools to participate in the Oz Asia Festival Moon Lantern Parade and Korean arts performances.

Strategic objective: Connections

RECONCILIATION AND ABORIGINAL CULTURAL EDUCATION

We recognise that for the cohesion and harmony of our society, diverse groups should understand one another's history, culture and contemporary place in the world. In the curriculum of public schools, there is an emphasis on the contemporary contributions, history and culture of South Australia's Aboriginal peoples.

The *Aboriginal cultural studies* project addresses South Australia's Strategic Plan Target 4.5 (*Understanding of Aboriginal Culture: Aboriginal Cultural Studies included in school curriculum by 2014* with involvement of Aboriginal people in design and delivery). The project is developing a curriculum resource that is supported by professional learning options and models for the involvement of Aboriginal people in the teaching of Aboriginal cultural studies.

During 2010, following extensive consultation with Aboriginal communities and Aboriginal educators in schools and the tertiary sector, a draft curriculum resource was completed and placed online for a final round of consultation. Sixteen project schools trialled draft materials and provided ongoing feedback. The involvement of Aboriginal people in the design of the resource has been extensive.

The implementation of the Aboriginal cultural studies curriculum resource will complement and be supported by the Aboriginal and Torres Strait Islander histories and culture cross-curriculum priority in the Australian Curriculum. The draft curriculum resource is now being mapped against the Australian Curriculum in history, science, mathematics and English and refinements will be undertaken to ensure alignment.

As the Aboriginal cultural studies curriculum resource will be published online, there will be ongoing capacity for updating, reflecting changes to the Australian Curriculum, and other contextual influences.

An annual survey is used to track progress towards all DECS schools including Aboriginal cultural studies in the curriculum. Data from the annual survey will be available in early 2011.

ABORIGINAL PROGRAM ASSISTANCE SCHEME

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

In 2010, APAS supported 4,100 Aboriginal students with specific literacy and numeracy tuition, compared with 2,600 students in 2009.

APAS aims to achieve improved literacy and numeracy outcomes, improved attendance, improved retention, improved SACE completion, and increased Aboriginal parent and community engagement in education.

In 2010, APAS provided Homework Centre (HWC) funding to 19 schools. HWCs encourage schools and local Aboriginal communities to work in partnership to develop and deliver initiatives to improve education outcomes for Indigenous school students. HWCs provide a supervised after-school environment where Aboriginal students are encouraged and supported to complete homework and study.

A special initiative, *Enter for success*, enables all Year 7 Aboriginal students to enrol in the DECS school of their choice for Year 8.

KEEPING THEM ON TRACK

This strategy supports progress towards the Australian Government target (*Year 12 or equivalent completion rate of 90% by 2020*). The strategy's focus is on the key transitional points of secondary schooling, retention to Year 12 and SACE completion, and strengthens the existing work being carried out throughout DECS to improve Aboriginal student outcomes.

All Aboriginal senior secondary enrolments are monitored within the strategy.

INDIGENOUS STUDENT SUPPORT SYSTEM

The Indigenous Student Support System (ISSS) enables regions and central office to keep track of DECS Aboriginal students' movements between schools, and monitor student performance outcomes to better support Aboriginal students.

The system:

- provides a web-based single system that includes all DECS Aboriginal students
- monitors the movements of DECS Aboriginal students
- assists in supporting students by providing information to regional support services
- provides a more reliable basis for reporting on the participation and progress of Aboriginal students.

THE WORKABOUT CENTRE

The goal of this centre is to engage Aboriginal youth in educational and employment pathways, and to build relationships between education providers, industry, Aboriginal communities and other organisations.

Fourteen programs were offered to 18 schools by the Northern Adelaide Region WorkAbout Centre in 2010. During the year, 117 students were engaged in WorkAbout Centre programs, and from those students:

- 120 went on to training
- 21 students started employment
- six went on to further education
- 30 had a structured work placement

- and the remainder returned to the school system or an ongoing support program established by the WorkAbout Centre.

In 2010, the Port Augusta Workabout Centre supported 33 Aboriginal students. Of this, 11 students re-engaged at Port Augusta Secondary School, two students entered school based traineeships, one student enrolled in a Certificate II in Business course and is on track to completion, one student has enrolled with UniSA, two students are participating in a mining course with TAFE, and 12 students are in an ongoing support program with the WorkAbout Centre.

ABORIGINAL STUDENT MENTORING

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

The program aims to support students with:

- participation and engagement in education
- academic progress
- transition to high school
- study habits and work load
- social and emotional wellbeing.

Stage 1 of the program provided funding for 398 students and stage 2 of program will provide funding for 724 students. These figures are based on the number of students enrolled in years 5-9 at the identified schools from the August census 2009 and February census 2010.

In order to provide positive role modelling, the program has a target of 80% Aboriginal employment of its mentors. Reports from participating schools indicate a 79% Aboriginal employment rate. This is anticipated to improve with the rollout of the program across additional regions in 2011. To date, 106 mentors have been trained to work with students.

ABORIGINAL TURNAROUND TEAM

The Aboriginal Turnaround team is another initiative of the Smarter Schools Communities Making a Difference National Partnership. It is a new and intensive intervention service for Aboriginal students at high risk and who are most disengaged from education. The program has initially been implemented in the Northern Adelaide region in 2010.

The team provides case management for identified Aboriginal students and their families through early intervention and access to culturally appropriate care, education service provision and crisis intervention.



ABORIGINAL ENROLMENTS IN DECS SCHOOLS (R-12)

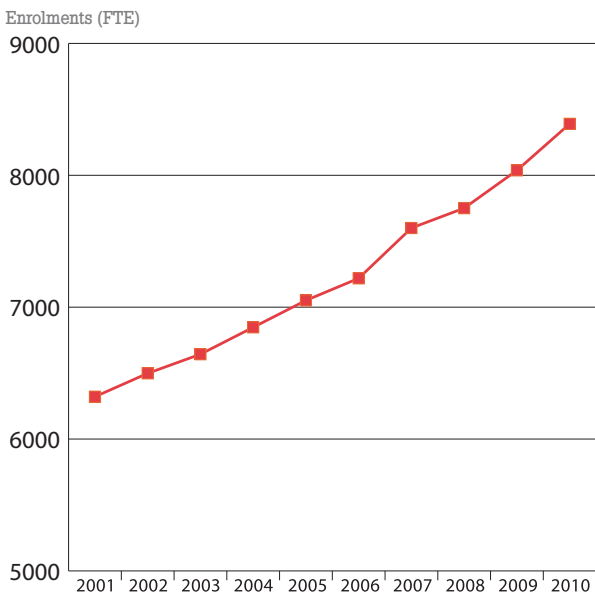
Aboriginal enrolments in South Australian government schools increased from 2009 to 2010 by 4.4%. The proportion of total enrolments who are Aboriginal increased from 4% in 2009 to 5.1% in 2010. Aboriginal secondary school enrolments had a higher percentage growth (7.4%) than primary school enrolments (2.9%) in that period. This growth in enrolment proportion is reflected in the increased enrolment numbers shown in the table below.

Enrolments (FTE) - Aboriginal students in South Australian government schools, 2009 and 2010

| Level | 2009 | 2010 | Change | % Change |
|-----------------------|-----------|-----------|--------|----------|
| Primary | 5 391.2 | 5 548.5 | 157.3 | 2.9% |
| Secondary | 2 646.3 | 2 841.7 | 195.4 | 7.4% |
| Total | 8 037.5 | 8 390.2 | 352.7 | 4.4% |
| % of total enrolments | 4.9% | 5.1% | | |
| Total enrolments | 165 562.9 | 165 854.8 | | |

Source: DECS Term 3 School Enrolment Census, 2009 and 2010

Enrolments - Aboriginal students in SA government schools



Strategic objective: Connections

SOCIETY AND ENVIRONMENT

During 2010, DECS supported South Australian schools as they prepared for the move from the current South Australian Curriculum, Standards and Accountability (SACSA) Framework for studies of society and environment (SOSE) to the humanities and social science learning areas of the Australian Curriculum.

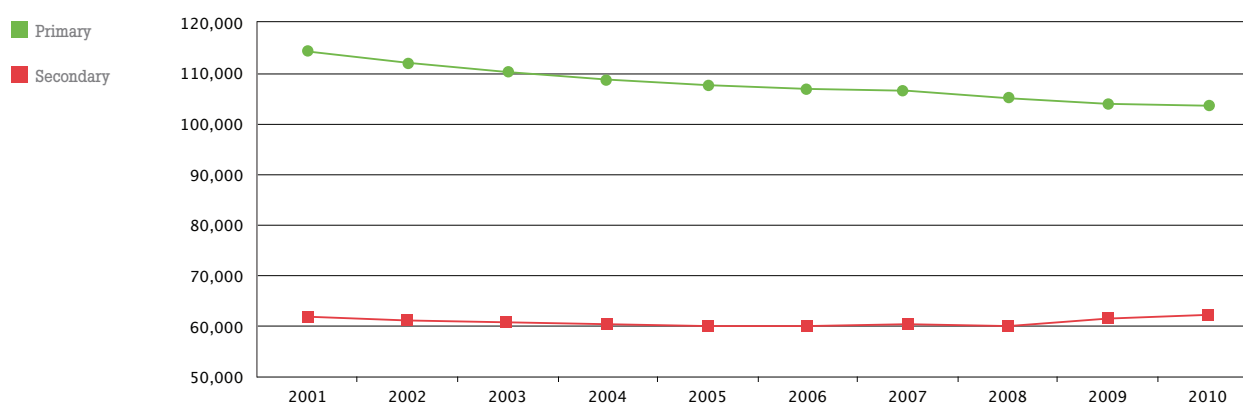
The Australian Curriculum: History was released in December 2010 for familiarisation in South Australian schools in 2011. It is likely that the Australian Curriculum: Geography will be available late in 2011, with subjects of civics and citizenship, economics and business to follow in 2012. This staggered implementation of the humanities subjects to replace SOSE will require considerable support in terms of professional learning and timetable advice for schools over coming years.

CIVICS AND CITIZENSHIP

DECS has continued to conduct professional learning in civics and citizenship education to support the MCEECDYA Statements of Learning for Civics and Citizenship. Three full-day workshops, involving 110 teachers from R-12 were conducted at the Adelaide Magistrates Court and the South Australian Parliament House during 2010. These workshops explored the Statements of Learning for Civics and Citizenship and helped prepare schools involved in the *National assessment program for civics and citizenship*.

A DECS officer was appointed to the MCEECDYA 2010 Measurement and Reporting Taskforce and was involved in the development of the national test for civics and citizenship. Schools in South Australia were randomly selected to participate in the *National testing* program in Years 6 and 10 for civics and citizenship during May 2010.

At this stage ACARA has indicated that civics and citizenship will be a subject created during Phase 3 of the Australian Curriculum development process, commencing in 2011.

Enrolments (FTE) - South Australian government schools, Term 3, 2001-2010

ENROLMENTS IN DECS SCHOOLS (R-12)

Approximately two thirds of South Australian students are enrolled in the government sector, as is the case nationally. This proportion has reduced in line with national trends over the past decade by about 6% overall. The figure above shows a decline in the numbers of children at government primary schools but steady enrolments at high schools.

COMBATING BULLYING IN DECS SCHOOLS

The DECS *School discipline* policy states that DECS, school communities, services and agencies will work together to create learning communities which are safe, inclusive, conducive to learning and free from harassment and bullying. All public schools are required to have an anti-bullying policy in place.

The *Keeping safe: Child protection curriculum* is the DECS prevention and early intervention approach to addressing bullying, including cyber bullying. All public schools are required to implement this program across all school years. It aims to develop the skills, understandings and capacities of educators to teach children and young people about their right to be safe, respectful relationships, recognising and reporting abuse, and what they can do to keep themselves safe.

Schools are provided with support to manage bullying incidents through 38 regionally based behaviour specialists and 273 school counsellors. Interagency behaviour support coordinators received training in 2010 in working with

children and adolescents impacted on by trauma, chronic non-attenders protocols, and safety and risk assessment.

Although bullying of students in schools is a continuing concern to parents, it is to the credit of schools that research indicates that bullying has decreased over the past decade (refer to Professor Ken Rigby's article *Evidence does not support the view that bullying is on the rise* in Australian Teacher Magazine, 29 April 2010) and that South Australian schools have one of the lowest rates of bullying in Australia (refer to the *Australian covert bullying prevalence study* CHPRC, Edith Cowan University, May 2009).

Professor Donna Cross, a national expert in cyber bullying, confirmed that DECS was the first jurisdiction to provide advice to principals regarding cyber bullying. In 2009, principals were informed of their power to use the procedures of suspension and exclusion to act upon cyber bullying perpetrated by a student where it affected the wellbeing of another student, teacher or member of the school community, even if the event occurred beyond the school gate.

Principals also received detailed advice about keeping students and staff cyber safe. This was detailed in the new policy document *Cyber safety: Keeping children safe in a connected world* distributed to all principals. More than 30 key staff were trained in Professor Cross's new secondary *Supportive school* program which included the latest research in the prevalence and actions that can be taken in regard to cyber bullying.

DECS is participating in the review of the *National safe schools* framework, which will provide further guidance to schools in tackling bullying including cyber bullying.

In 2010 two cyber safety forums were held (in Western Adelaide and Southern Adelaide) to give parents a better understanding of the capabilities of technology, how they can help to keep their children safe and what the consequences can be for children in this environment. This completed a series of five forums held in 2009-10, which included two in the country (Port Lincoln and Mount Gambier) and one in central Adelaide (Adelaide Festival Theatre).

The *Making our sites safer* fact sheet 'E-crime' was provided to all principals providing them with a summary of actions that they should follow in the case of an electronic-crime. It supports the DECS policy document *Cyber-safety – Keeping children safe in a connected world*, which details legislation, policies and effective practices.

Twelve schools with primary enrolment (three area schools, one R-12 and eight primary schools) that were recipients of the State Government's cyber safety grants implemented initiatives in 2010. The aim was to educate their community about cyber safety. These included developing 'moodles' to guide students in their learning (Ingle Farm East Primary School, Port Lincoln Primary School, Prospect Primary School, Kimba Area School), scenarios in the form of animations (Brompton Primary School, Ungarra Primary School), student developed resources (Clovelly Park Primary School's *Cyberbullying: A year 6/7 story*; Booleroo Area School) photographic posters (Modbury West Schools) and two-minute videos that show how to use social networking sites in a safer manner (Reynella Primary School).

Eleven schools with a secondary enrolment (three area schools, one R-12 and seven high schools) that were recipients of the State Government's cyber safety grants implemented initiatives. These included developing scripts and acting them out on DVD (Gawler High School) or to an audience of local students (Nuriotpa High School, Marrayatville High School), developing posters (Glenunga International High School) 'moodles' to guide students in their learning (Heathfield High School, Kimba Area

School), multi-media resources (Lock Area School Year 9-11 students *e-bullying, that's not for me*) a 'positive power expo' (Ocean View P-12 College), website material (Norwood Morialta High School), and developing an 'eBullyBox' for counsellors to collect student concerns by confidential email and a 'declaration against bullying in children and youth' (Woodville High School).

More than 100,000 copies of the *Cyber bullying, e-crime and the protection of children and young people: Advice for families*, developed and updated by the Coalition to Decrease Bullying Harassment and Violence in SA Schools, were distributed to DECS students. DECS and members of the coalition participated in the review of the *National safe schools framework*. The Ministerial Council (MCEECDYA) endorsed the revised *National safe schools framework* on 8 December 2010. This framework will provide further guidance to schools in tackling bullying including cyber bullying in 2011.

South Australia also led the (MCEECDYA) Safe and Supportive Schools Communities Management Group in developing a draft set of definitions to be included in the *National safe schools framework resource manual* to be available to all school online in 2011.

During 2011, the final reports and the resources developed as a result of the State Government's cyber safety grants will be available on our website.

SCHOOL DRUG STRATEGY

With a focus on prevention and early intervention, teachers and school leaders have been supported in 2010 to address alcohol and other drug-related issues through policy advice, professional learning, a comprehensive website, and teaching and learning resources.

Through health and other curriculum, students begin to learn protective behaviours to be safe: they develop strategies to respond to health-threatening situations, and begin to make informed decisions about other influences that could threaten their health, such as tobacco, alcohol and other substances.

Through involvement in the *Alcohol education in the middle years inquiry: Student and parent engagement*, eight primary schools developed strategies to raise awareness about the impact of alcohol on adolescent brain development, wellbeing and learning. The inquiry found that when parents are involved in their child's alcohol-education program, learning is enhanced for both young people and adults, and communication between them about the issue is improved. A report is available at www.decs.sa.gov.au/drugstrategy

In 2011, the *School drug* strategy will have a continuing focus on promoting partnerships between teachers, students, parents and community to help prevent and reduce alcohol and other drug-related harm.

CHILD PROTECTION

Schools and children's services make vital contributions to the safety and wellbeing of young people through supporting their attendance and engagement with education and care, recognising when children and families need support and taking steps to find that support, and modifying their care and teaching programs for young people harmed through family violence, neglect or abuse.

During 2010 progress was made with the following child protection initiatives:

- DECS continued to implement the South Australian Government's *Information sharing guidelines* (ISG), which enable agencies and non-government organisations to better

support struggling families when their difficulties first emerge and, in doing so, help limit and prevent harm to children.

- DECS and Families SA continued to improve their joint work in responding to child welfare concerns through a DECS/Families SA newsletter that is distributed across both workforces and summarises agreed practices and policies.
- Under the State Government's *Rapid response initiative*, DECS and Families SA collaboratively facilitated 12 metropolitan and regional training sessions on following the individual education plan (IEP) process. During 2010, DECS produced a revised *Individual education plan for children and young people under the guardianship of the Minister* stakeholder's manual, a document to support educators and Families SA caseworkers in implementing the IEP. An information sheet *Children under the guardianship of the Minister attending preschool* was published to support preschool directors.
- During 2010, DECS developed two new versions of its core child protection training program, (*Responding to abuse and neglect – education and care*). One is an induction program for volunteers, delivered by sites, and the other is an induction session for tertiary students ahead of their practicum placements. This means that all groups working, training or volunteering on DECS sites receive consistent advice about their child protection responsibilities and their opportunities to help children and families in need.
- The *Keeping safe* child protection curriculum, a preschool to Year 12 resource that aims to teach young people to recognise and develop ways of protecting themselves from abuse, was developed in response to the *Children's Protection Act 1993* and the *DECS child protection policy 1998*. The evaluation of this resource was completed in November 2010, and materials were shared with other education sectors in South Australia and Northern Territory, with support and training.
- *Strategies for managing abuse related trauma* (SMART) is a professional learning program developed by DECS in collaboration with the Australian Childhood Foundation. It aims to enhance the capacity of school and early childhood personnel to effectively respond to the needs of children and young people who have experienced abuse and

trauma. During 2010, 634 educators attended one of 16 professional learning days that focused on early childhood, the primary years, adolescents and 'Helping conversations' designed for school-based counsellors. Thirteen schools participated in SMART Educational Reform action research projects. A resource, *Transforming trauma 2010*, outlining the learning from these projects was also published.

ATTENDANCE IN PUBLIC SCHOOLS

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

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

In 2010 we supported a number of initiatives to improve student attendance:

- The *Student attendance and behaviour management (SABM)* data warehouse was released. Training was provided to assist teachers, leaders, regional and corporate staff to use the tool to report and conduct analysis on student absenteeism, student attendance and behaviour management.
- Planning for the provision and induction of 12 new student attendance counsellors from the beginning of 2011 (as part of the roll-out of the 2010 State Government election commitment) was completed. These positions will have a focus on family engagement and the early years in the first instance. This initiative has also allowed DECS to combine roles for existing student attendance counsellors so that they are not working across regions.
- Interagency protocols for chronic non-attenders were developed in collaboration with Families SA and Department of Health to provide greater assistance to staff in each organisation in ensuring that the wellbeing of chronic non-attenders is addressed in the

most effective way. A joint release statement from all agencies was released in September 2010 to inform all sectors of the protocol. A steering committee meets to review the effectiveness of the protocol.

- The Taskforce on Absenteeism met regularly in 2010 to review, monitor and provide feedback on attendance-related activities in DECS. This group has representation from the Minister for Education, our staff across Central Office, regions and sites, principals' associations, parent associations, ICANs, the Australian Education Union, Families SA and SA Police.
- DECS staff regularly employ home visits as part of their role in supporting student engagement. Home visit protocols were developed, in collaboration with the Taskforce on Absenteeism, to minimise the risk associated with home visits and to maximise strategies for staff safety.
- Funding was provided by DECS in 2009 to Young Carers to support DECS and Young Carers to collaboratively develop resources available for all carer organisations and DECS sites. This has resulted in:
 - a review and update of the existing *Carers SA young carers – issues affecting their education* booklet, which now also includes information on supportive SACE options for young carers.
 - the development of 'Young carers in education' information session to increase awareness of the issues faced by young carers in schools.

Ongoing work was also undertaken in the following areas:

- A memorandum of administrative arrangement was completed between DECS and SA Police, formalising a partnership approach to addressing non-attendance issues at a local community level.
- DECS is an active member of a number of cross-government groups to support implementation of the *Carers Recognition Act 2005* (see page 95). This assists access and engagement in successful education for young carers and improves support to young people who are cared for informally by their relatives.
- Other examples of our initiatives which address the issues of student engagement and attendance include Innovative

Community Action Networks (ICAN), a program that helps the State's most troubled young people to get back into earning or learning (see page 63). The program is being expanded across South Australia over the next four years. Other examples are *Trade schools for the future* (see page 65) and the new SACE for Year 10 students which has a compulsory new subject (personal learning plan).

- The Tri-Border Reference Group is currently developing a central database to track students who move between Northern Territory, Western Australian and South Australian Aboriginal schools. The database is drawing on national work to improve the sharing of electronic information between education sectors. It will contain all student enrolment and attendance information and allow schools the means to 'locate' students when they have been absent, and promote the sharing of individual and whole-school best practice.

LEARNER WELLBEING

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

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

During 2010, educators in 58 schools and preschools concluded their *Wellbeing for learning* research, which investigated practices and approaches that promote wellbeing for learning. The paper *Thriving at our place*, details the findings of this research, and is available at www.decs.sa.gov.au/learnerwellbeing.

In 2011, the new *Learner wellbeing framework* resource, *Understanding student engagement* will be released with an associated familiarisation program. The resource will

assist teachers to identify and understand the signals of young people's wellbeing and involvement as prerequisites to engagement in learning and success at school.

HEALTH AND EDUCATION SUPPORT

Child Health and Education Support Services (*chess*) is a collaborative agreement between DECS and other government and non-government agencies to support safe and non-discriminatory education and care for children and adolescents with physical and psychological health care needs. This agreement underpins the work around health support planning including training and development, resources, policy development and Hospital Education Services, and is due for review early 2011.

In 2010 the *Student mental health and wellbeing statement* was developed to provide clear and simple guidelines about the roles and responsibilities of our staff in relation to student mental health. This statement was distributed to all sites. Additional information about current resources and services that support student mental health and wellbeing can be found on the DECS Mental Health website.

A number of resources were developed to assist educators and carers to plan for and support children and students with physical health care needs. Resources developed and reviewed include the *School-based immunisation* program, intravenous management and medication logs. In 2011, several fact sheets will be developed in collaboration with young people to target two audiences: young people with identified conditions; and education and carers.

South Australia is the only state to provide a first aid course specifically tailored for education and care providers. This DECS *Basic emergency life support* (DECS BELS) course was delivered to more than 4,000 educators across 282 courses in 2010. In addition to the DECS BELS training, sites are also offered a range of first aid modules such as Anaphylaxis First Aid. Red Cross Australia (SA) delivered approximately 58 of these training modules to 743 educators in 2010.

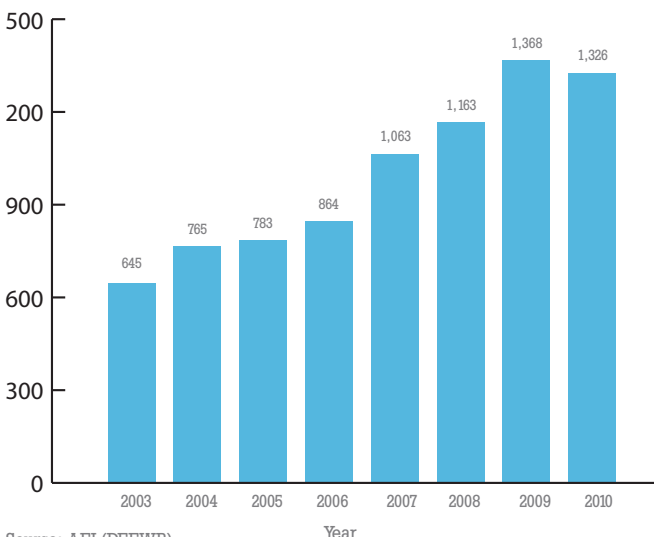
We will continue to work with government and non-government agencies on supporting young people with psychological and physical health care needs. Planned tasks for 2011 include:

- increasing access of health professionals to DECS care plans through modifying templates and promotion through networks
- developing care plans and fact sheets on Diabetes Insipidus, heart health, eye patching and oxygen management
- reviewing anaphylaxis and seizure management training packages and developing a section on the *chess* website for young people.

INTERNATIONAL EDUCATION SERVICES

International Education Services (IES) is responsible for the export and management of international education for public schools. Its main objective is to achieve South Australia's share of overseas students in the government school sector, in line with Target T1.16 of South Australia's Strategic Plan. IES is funded predominantly by revenue generated from recruiting full-fee paying international students to government schools. The graph below shows the total number of overseas student enrolments for each year from 2003.

International students enrolments in South Australia 2003-2010 YTD November



Source: AEI (DEEWR)

South Australian government schools have consistently outperformed the other South Australian education sectors in achieving market share in their respective education sectors.

The international education industry is experiencing a downturn due to the global financial crisis, the strong Australian dollar, tighter visa conditions and reputational damage of Australia as a friendly place to study. IES will continue to strengthen relationships with overseas agents to adapt existing programs and develop new, innovative programs to meet market demands.

SUSTAINABILITY IN PUBLIC SCHOOLS

The Australian Sustainable Schools Initiative – South Australia (AuSSI-SA) is managed by DECS and is a joint initiative of the Adelaide Mt Lofty Ranges Natural Resource Management Board and the Australian Government's Department of Sustainability, Environment, Water, Population and Communities (DSEWPC).

DSEWPC has supported AuSSI-SA with project funding for the past six years. AuSSI-SA aims to work with schools, staff, students and the broader community to develop whole-of-school education for sustainability approaches in learning and campus management. Schools and preschools are encouraged to develop their knowledge, skills, values and behaviours to pursue sustainable practices. The initiative utilises a range of resources to support education for sustainability including *Sustainable and attainable*, a climate change education online resource that encourages student learning and action in the themes of energy, biodiversity, waste, water, transport and air quality.

In 2010, some schools and preschools had access to their energy and water use data, via an online school environment management plan tool, to facilitate learning about their impact on the environment and to plan for and take action to tackle climate change. For further reporting on DECS energy use, see page 91.

For DECS human resources and government information reporting see page 68.

Chapter One
Strengthening early
childhood development



20
10

Strengthening early childhood development

■ AT A GLANCE

CHILDREN'S CENTRES

Nineteen children's centres for early childhood development were completed by December 2010.

AUSTRALIAN EARLY DEVELOPMENT INDEX (AEDI)

According to data collected from 2009, in each of the five domains of the AEDI, the average score for South Australian children is the same as, or higher than, the national average.

NATIONAL PARTNERSHIP AGREEMENT ON THE NATIONAL QUALITY AGENDA FOR EARLY CHILDHOOD EDUCATION AND CARE

Commencing December 2009, the agreement aims to ensure that every long-day-care service, family day care scheme, out of school hours care service and preschool provides a quality service. The system will become fully operational on 1 January 2012.

NATIONAL PARTNERSHIP AGREEMENT ON EARLY CHILDHOOD EDUCATION

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

PRESCHOOL ACCESS AND PARTICIPATION OF ABORIGINAL CHILDREN

The number of Aboriginal children enrolled in preschool continued to increase, from 1,218 in 2009 to 1,242 in 2010.

OUT OF SCHOOL HOURS CARE CONTINUES TO GROW

Out of school hours care (OSHC) has been the fastest growing child care service in the past decade. At 30 June 2010, there were 331 OSHC services and 253 vacation care services operating – the demand for these services increased over the past year by 393, now totalling 35,677 places.

STRENGTHENING EARLY CHILDHOOD DEVELOPMENT

REPORTING

Strategic objective: Access, Connections, Early Foundation

CHILD-FRIENDLY STATE REFORM AGENDA

South Australia – A child-friendly State was endorsed as a policy priority on 25 November 2009. The priority is being led by DECS in consultation with the Department of the Premier and Cabinet (DPC). The initiative expands on the UNICEF *Child-friendly cities* framework that has been adopted in many countries throughout the world; South Australia aims to develop a network of child-friendly communities and cities linking together to realise the statewide child-friendly vision. Memoranda of understanding have been developed with the Local Government Association and individual councils will become accredited 'child-friendly cities'.



SERVICES FOR SOUTH AUSTRALIAN CHILDREN

• *Children's centres for early childhood development and parenting*

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

The State Government is establishing 24 children's centres for early childhood development and parenting to provide easy access to family support, child care, education and health services for children from birth to eight years and their families. It has also committed to establishing a further 10 children's centres over the next four years. See pages 93-94 for details of completed centres.

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

To develop partnerships with the community and other agencies, 19.6 full-time equivalent (FTE) community development coordinators have been employed to encourage and support parents and families to actively participate in all the activities of the children's centre. Where there are high numbers of vulnerable children and families, 16.5 FTE family services coordinators are employed in children's centres.

Children's health needs are supported through the provision of allied health programs. Throughout 2010, six FTE allied health positions, including speech pathologists and occupational therapists, were employed in SA Health teams to complement programs in children's centres. Some of the health promotion programs provided included dental health, nutrition, physical exercise and healthy lifestyles.

Local councils and non-government organisations are important partners in extending the work of the children's centres within their communities. Participating non-government agencies include Anglicare SA, Australian Refugee Association,

Centacare, Good Beginnings, Lutheran Community Care, Relationships Australia SA, Salvation Army, Save the Children, The Smith Family and Uniting Care Wesley.

• *Preschools*

Preschool education programs are provided in a range of government-funded centres, including kindergartens, child parent centres (CPCs), and integrated centres (such as children's centres for early childhood development and parenting).

These centres provide sessional preschool for eligible children. Children may attend up to four sessions per week in their eligible kindergarten year. Some children have access to early and extended enrolments. Lunch-time care may be available for children attending two sessions on the same day.

In 2010, there were 416 government-operated and grant-funded preschools with 18,339 enrolled children.

Preschool programs are play-based educational programs designed and delivered by degree-qualified teachers using an approved curriculum framework.

South Australia's preschools are transitioning from the existing South Australian Curriculum Standards and Accountability framework to the national Early Years Learning Framework: Belonging, Being and Becoming (EYLF).

Preschool enrolments, 2006-2010

| Number of enrolments ¹ | 2006 | 2007 | 2008 | 2009 | 2010 |
|--|---------------|---------------|---------------|---------------|---------------|
| Children's services centres ² | 14 326 | 14 003 | 14 596 | 14 314 | 14 810 |
| Integrated centres ³ | 1 030 | 981 | 958 | 877 | 997 |
| Child-parent centres | 2 458 | 2 283 | 2 315 | 2 364 | 2 532 |
| Total | 17 814 | 17 267 | 17 869 | 17 555 | 18 339 |

Notes:

1 Includes enrolments at 8 Catholic education preschools funded by DECS.

2 Prior to 2006 includes children's services centres known as 'affiliates', grant funded, integrated and special preschools. Includes children's centres figures.

3 From 2006 figures have been reported on separately for integrated centres.

4 Preschool enrolments include children aged 3, 4 and 5.

Source: DECS Preschool Staffing Data Collection, Term 2

• *Out of school hours care*

Out of schools hours care (OSHC) is the fastest growing child care service over the past decade. OSHC services contribute to a healthy and successful life for school-aged children by providing quality care and recreational experiences before school, after school, on pupil-free days and during school holidays.

At 30 June 2010, there were 331 OSHC services operating in South Australia. Approximately 59% of OSHC services are operated by public school governing councils. This integration of education and school-age care services on a school site provides accessible, affordable quality care and assists families to manage the competing demands of work, study and family responsibilities.

The demand for these services increased from June 2009 by 393, making a total of 35,677 places available for before and after school care and vacation care. Maintaining quality and meeting service demand are issues for this growing sector.

DECS also undertook an audit of OSHC annual self assessment checklists in order to facilitate the transition to the National Quality Standard (see page 14).

As at November 2010 approximately 90% of services (209) operating on public education sites submitted a self assessment which was followed up by validation visits to selected services.

• *Family day care*

This program provides child care in the homes of approved care providers for children from birth, including school-aged children. Care hours are flexible and parents negotiate the care they need. To July 2010, there were 822 DECS-sponsored family day care service providers, catering for 3,511 places.

The DECS *Respite care* program is jointly funded by the Australian Government Home and Community Care (HACC) program through a collaborative arrangement with the Minister for Ageing. The program targets support for families with

Family day care 2009, 2010

| Number of: | 2009 | 2010 |
|---------------------|--------|--------|
| Schemes | 13 | 12 |
| Places | 3 472 | 3 511 |
| Care-providers | 848 | 822 |
| Children registered | 10 516 | 10 054 |
| Families | 6 470 | 6 131 |

Note: Excludes family day care services that are DECS-licensed but not DECS-funded.
Source: DECS Family Day Care Harmony Database, as at 30 June 2010

moderately to severely disabled children, including those with complex health needs. Respite care is provided by trained care providers either in their own home or in the family's home.

- **Child care centres**

Child care centres (not operated by DECS) provide full-day and part-time child care for babies, toddlers and children under the age of six. Centres are open for a minimum of eight hours a day, five days a week, 48 weeks a year. To July 2010, there were 335 licensed child care centres in South Australia.

- **Occasional care**

Occasional care provides child care sessions in preschools located in communities where there is no other child care within easy access for parents. It is provided on an hourly or sessional basis. The early learning environment is managed by the preschool leader who provides families with support for their participation in the workforce, respite, or other activities.

At the end of June 2010, funded occasional care was offered at 86 sites across South Australia, with the capacity to cater for more than 3,495 children each week.

- **Integrated centres**

Integrated centres offer a preschool program together with a licensed child care service from the one location. In 2010 there were 22 integrated centres in South Australia catering for 1,244 places.

Number of early childhood services in South Australia 2006-2010 as at 30 June

| Service | 2006 | 2007 | 2008 | 2009 | 2010 |
|---------------------------------------|------|------|------|------|------|
| Preschools ¹ | 394 | 390 | 387 | 388 | 383 |
| Children's centres ² | 3 | 5 | 7 | 7 | 13 |
| Integrated centres ³ | 20 | 22 | 21 | 21 | 22 |
| Playcentres | 33 | 32 | 30 | 29 | 30 |
| Child care centres | 271 | 287 | 299 | 329 | 335 |
| Family day care schemes | 14 | 14 | 13 | 13 | 12 |
| Rural care | 10 | 10 | 11 | 13 | 13 |
| Occasional care ⁴ | 72 | 77 | 76 | 86 | 86 |
| Vacation care ⁵ | NA | NA | 251 | 250 | 253 |
| Out of school hours care ⁵ | 328 | 337 | 332 | 329 | 331 |
| Learning Together @ Home | 18 | 18 | 18 | 15 | 15 |

Notes:

1 Includes centres staffed or funded by DECS. Excludes outreach centres, integrated centres and children's centres. Includes eight Catholic Education preschools funded by DECS.

2 Children's centres are integrated services for children aged 0-8 and their families. They offer a range of education, licensed care, health and family services provided by DECS, SA Health, SA Department for Families & Communities and non-government organisations.

3 Figures reported separately for integrated centres and children's centres.

4 Occasional care includes services in preschools, community based and other funded programs.

5 OSHC services include Australian Government-approved before, after and vacation care services and State-funded vacation care services. Figures include all outreach services. Services offering vacation care are included in both the number of vacation care services and the number of out of school hours care services in this table. Therefore if determining the total number of early childhood services the vacation care figure must not be included. Note that vacation care figures were not reported separately in 2006-2007.

Source: Location Services System, DECS Office of Early Childhood Services

Number of children attending early childhood services in 2008 and 2009

| Service type | 2008 | 2009 |
|---|--------|--------|
| Preschools (including outreach centres) | 17 362 | 17 521 |
| Integrated centres | 2 176 | 2 560 |
| Playcentres | 276 | 283 |
| Child care centres ¹ | 28 190 | 31 090 |
| Family day care ² | 10 201 | 10 516 |
| Rural care | 229 | 243 |
| Occasional care centres | 2 050 | 2 278 |
| Out of school hours care ¹ | 22 980 | 21 890 |
| Vacation care ² | 17 460 | 16 520 |
| Learning Together @ Home ³ | 641 | 721 |

Notes:

1 The numbers for child care centres, out of school hours care and vacation care are estimates of the number of children attending.

2 Family day care data reflect the number of registered children.

Figures exclude services that are DECS-licensed but not DECS-funded. 2008 children's services and integrated centres figures have been revised.

Source: Annual Census of Children's Services 2008 and 2009

• **Rural care**

Rural care is jointly funded by the Australian and South Australian governments. It enables the provision of seven long day care places in selected rural DECS preschools. There are 15 rural care sites. Cleve, Tumby Bay and Cummins rural care services have continued to provide an increase in their number of places to further support local families.

• **Babysitting agencies**

These agencies are individual or registered businesses that refer people to care for children in their home while parents are temporarily absent. DECS licenses 20 babysitting agencies under the *Children's Services Act 1985*.

• **In-venue family day care**

In-venue family day care offers child care within existing preschools or other community venues in rural and remote locations. These programs are currently operating at Lock, Gladstone, and Marion Bay. In Lock, seven children attended these services (offered for two days a week), while nine children attended at Gladstone (offered for one day a week) and seven children attended at Marion bay (offered three days per week).



Strategic objective: Early Foundation,
Focus on Learning

**EARLY YEARS LEARNING
NATIONAL INITIATIVES**

In July 2009, the National Early Years Learning Framework for Australia: Belonging, Being and Becoming (EYLF) was launched after being endorsed by the Australian Government and all state and territory governments. This framework includes research-based principles, practices, and outcomes that underpin successful early learning from birth to age five and transitions to school.

An implementation leadership project, which began in late 2009 with 36 sites across the State, was completed in Term 4, 2010. The project researched aspects of the framework's implementation and the leadership that supports curriculum review and improvement.

The *Educators' guide to the early years learning framework for Australia* was developed in South Australia and was printed for national distribution by the Department of Education Employment and Workplace Relations (DEEWR) in February 2011.

Reflect Respect Relate: Assessing for learning and development in the early years, was published by DECS in 2008 as a self-paced resource package for educators. Using observation scales, it supports critical reflection based around four inter-related components of curriculum quality:

- an active learning environment
- the relationships between children and adults
- children's wellbeing
- involvement in learning.

In December 2009, a review of the use of observation scales in preschools was conducted and a report prepared for the Minister for Early Childhood Development. An update was developed in 2010 to align with the EYLF to include making links between

Reflect Respect Relate and the national quality standard. DEEWR printed 20,000 copies of this resource package for distribution across early childhood services nationally.

Links between preschools and primary schools

During 2010, phase 1 of the *Continuity of learning and transition* project, involving 20 child care centres, preschools and schools, was completed. The project explored the impact of the EYLF and the Australian Curriculum on educator practice and the continuity of learning for children as they move from preschool to school.

HEALTHY EATING AND PHYSICAL ACTIVITY IN THE EARLY YEARS

The *Healthy eating and physical activity in the early years* project (2006–2010) is jointly supported by SA Health and DECS.

At December 2010, 72 early childhood sites were involved in action research projects. The project aims to change educators' knowledge, skills and practices around healthy eating and daily physical activities.

Twenty-seven early childhood services across SA are now in a 10-month cycle of action research. The model for the project is more regionally based, allowing stronger networking between educators and links with other SA Health projects such as Eat Well, Be Active primary schools and OPAL (Obesity, Prevention and Lifestyle).

IMPROVING EARLY LEARNING

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

The program connects families to each other and to a range of service providers in family friendly environments, builds social capacity and enables the development of shared understandings about children's learning. By engaging parents and carers in the learning and development of their children, parents themselves grow in both formal and informal ways, including connecting with further education.

The program was expanded in 2010 and as at December 2010, it involved 878 families with 1,872 children participating (an increase of 48% from December 2009 when there were 595 families with 1,320 children participating). Twelve per cent of these families were from Aboriginal backgrounds (a 5% drop from December 2009, although the actual numbers of Aboriginal families participating has remained constant.)

Ongoing programs operate from Café Enfield, Fraser Park School in Murray Bridge, Carlton Aboriginal School in Port Augusta, Christie Downs School, and Para West Adult Campus. Smaller programs operate from children's centres at Andamooka and Point Pearce.

Two new programs were established in Port Pirie (Airdale Primary School) and Millicent (Newbery Park Primary School) in 2010 as a result of funding available from the Communities Making a Difference national partnership. In addition, five outreach teachers are now linked with existing *Learning together* programs at Christie Downs School, Enfield Primary School, Para West Adult re-entry campus and Carlton Aboriginal School in Pt Augusta. These teachers are extending the program to 13 schools in surrounding areas.

As at December 2010 there were 209 families attending in these new locations, making up approximately 24% of all participants

across the program. An evaluation strategy and tools for the program expansion have been designed and are being implemented.

One of the aims of *Learning together* is to 'strengthen communities through interagency collaboration and coordination in the provision of family focussed programs and services'. Each *Learning together* program has developed strong connections with a range of interagency partners to enhance their work with families. Collaborating agencies include Children, Youth and Women's Health Services, Community Health, hospitals, Families SA, Communities for Children, Centacare and children's centres.

EARLY YEARS LITERACY INITIATIVES

During 2010, the DECS *Early years literacy and numeracy* program continued to build on the State Government's commitment to literacy and numeracy improvement in the early years, via South Australia's Strategic Plan Target T6.2 (*Early Childhood-Year 1 literacy*).

The program funded a range of initiatives for 303 preschools and 506 schools. The funded components were:

- teacher release time for professional learning
- an allocation to provide one-to-one intervention for Year 1 children requiring extra literacy support
- mentor teacher time in 132 disadvantaged schools to release 164 skilled teachers to work beside classroom teachers to model and guide effective literacy teaching practices
- additional resources for three-year-old Aboriginal children in 10 centres with eight or more Aboriginal three-year-olds (detailed below)
- per capita allocations in another 181 centres.

During the year the project continued in four regions with four mentor teachers supporting preschools and schools to develop and implement curriculum resource materials for use in early years numeracy programs across the State.

Year 1 reading 'running records' results between 2007 and 2009 show no significant change for either Aboriginal or all Year 1 students. However, in terms of 'narrowing the gap' between Aboriginal students and all students, the results show clear improvement for Aboriginal children beyond Year 1 and into Year 2.

In 2011, the DECS Literacy Secretariat will continue to use the literacy improvement model to support teachers and leaders to provide an explicit and balanced approach to literacy from birth to Year 12. Targeted professional learning in literacy and numeracy will also support alignment with the recently released SA Teaching for Effective Learning Framework guide: *Reflect Respect Relate* and developments with the Australian Curriculum and early years learning framework.

EARLY YEARS ARTS INITIATIVES

DECS invited Windmill Theatre to develop a project with young children aged from birth to eight years to further the objectives of the State Government Child Friendly State reform agenda. The objective of the project was to give a voice to very young children's views on what a child-friendly state could look like. Windmill Theatre developed a documentary and an animated film:

- The eight-minute documentary film tracked 56 children from Ocean View College Childcare Centre as they interacted with a professional theatre worker, a dancer, a theatre designer and a musician, exploring soundscapes, creative dramatic play, movement and structures that would make up a child friendly state.
- 10 R-2 SWAT (Students Working Actively Together) students from Ocean View College each developed a short clip for an eight-minute animated film exploring their response to what would make a state child-friendly.

Strategic objective: Early Foundation, Access, Connections

PRESCHOOL BILINGUAL SUPPORT

The *Preschool bilingual support* program supports preschools to increase the access and participation of children and families from culturally and linguistically diverse families, and Aboriginal children who speak another language or dialect as a mother tongue. The program also supports preschools to develop curriculum programs that foster the child's home language, literacy development, numeracy skills, and sense of belonging.

In 2010, the program's 120 bilingual early childhood workers provided approximately 3,000 children with support in 40 community languages, in 150 centres across the State.

RESOURCE FOR ABORIGINAL THREE-YEAR-OLDS

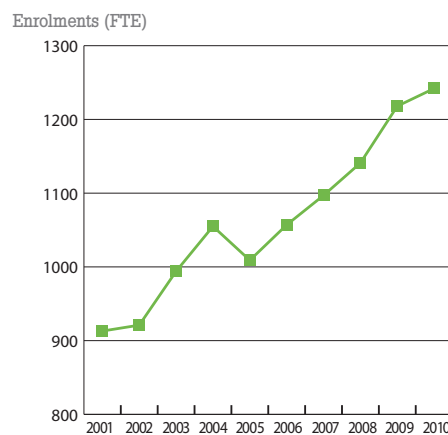
Developed through the *Early years literacy and numeracy* program, this resource aims to develop sustainable teaching and learning approaches to support the literacy learning of Aboriginal children. The program also intends to reduce the child-staff ratio in childcare centres and preschools, build upon the learning of Aboriginal three-year-olds, provide additional professional learning and research opportunities, and recognise current effective practices.

In 2010, 10 centres with eight or more Aboriginal children received literacy funding and a per capita allocation is provided to all other preschools (181) with fewer than eight children. The centres were: Minya Bunhii Child Care and Kindergarten (Ceduna), Port Lincoln Children's Centre, Murray Bridge South Kindergarten, Kurna Plains Preschool (Elizabeth), Kalaya Children's Centre (Queenstown), Kurna Plains Child Care Centre (Elizabeth), Christie Downs Kindergarten, Flinders Children/TjiTji Wiltja Children's Centre (Pt Augusta), Whyalla Stuart Early Childhood Centre, Kura Yerlo Child Care Centre (Largs Bay).

Records show that attendance and participation rates were steady, which supports the early entry to preschool policy for Aboriginal three-year-olds.

ABORIGINAL PRESCHOOL ENROLMENTS

The number of Aboriginal preschool enrolments continues to rise in line with the trend over the past five years.



Source: DECS Preschool Staffing Data Collection, Term 2, 2001-2010

SUPPORTING CHILDREN WITH A DISABILITY

The following programs in DECS sites support compliance with the *Disability Discrimination Act (DDA)* through the provision of inclusive learning environments that facilitate equal access and increase learning outcomes for children and students with additional needs.

SUPPORT FOR BABIES WITH HEARING IMPAIRMENTS

In collaboration with SA Health, DECS Disability Services developed a process to ensure that all families that have a baby diagnosed with impaired hearing following birth are informed of the value and availability of early intervention support. This process ensures each child has the best opportunity to develop age-appropriate language, and enter school with adequate learning skills.

In 2010, the DECS psychologist provided support and counselling for 36 families following diagnosis of impaired hearing to help their engagement with early intervention services, in addition to managing another 70 referrals for older children and students who had been diagnosed with impaired hearing.

PRESCHOOL SUPPORT

The *Preschool support* program enables children who have a disability or additional needs to attend their local preschool. Support includes the provision of additional staff to provide programs based on each child's needs.

During 2010, the program provided support for some 2,000 children whose range of additional learning needs resulted from Autism, Global developmental delay, speech and/or language delays, physical impairment, hearing and vision impairment or challenging behaviour. The preschool access profile is used to determine the level of support, which can range from a half hour to up to 10 hours per week. Sites were also supported by specialist teachers from the Briars Early Learning Centre consultative service, which provides curriculum and planning support for children with more complex needs.

INCLUSIVE PRESCHOOLS

The *Inclusive preschool* program caters for children with high support needs who require a specialised individual program, including those with severe multiple disabilities, Autism, Global developmental delay or a combination of physical social and cognitive needs. There are seven inclusive preschool programs across the metropolitan and country regions with up to six children attending each program. The programs are located within mainstream preschools and are staffed with a specialised teacher and early childhood worker. Additional support is provided by specialised teachers from the Briars Early Learning Centre who provided a range of services including resources, curriculum and planning advice.

SPEECH AND LANGUAGE PROGRAMS

There are eight speech and language programs in the metropolitan area catering for young children with severe speech and language needs. These programs provide a high level of specialised support and are staffed with a speech pathologist and a specialised language teacher. These programs aim to strengthen children's communication by improving their talking and listening skills and ability to learn and interact with others in a mainstream setting.

AUSLAN EARLY LEARNING PROGRAM

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

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

INTERVAC FUNDING

Intervac funding is provided by the State Government to OSHC services and State-funded vacation care services where there is a need for additional staff to facilitate the inclusion of children with additional needs or disabilities.

In 2009-10, 94 OSHC services accessed this funding to provide care for a total of 352 children. A total of 24,096 hours of subsidised care was funded through this initiative. This represents an increase of support for an additional 71 children and 391 hours of care.

See page 86 for Disability Action Plan reporting.



Strategic objective: Early Foundation

AUSTRALIAN EARLY DEVELOPMENT INDEX (AEDI)

The Australian Early Development Index (AEDI) provides population-level information about early childhood development for communities and regions within South Australia.

The AEDI has been endorsed by the Council of Australian Governments (COAG). In South Australia, DECS is the lead agency in implementing the AEDI. A South Australian coordinating committee with representatives from health, education (including Catholic and independent schools) and community sectors oversees the implementation of the AEDI.

AEDI information gives communities a national progress measure of early childhood development. It assists communities to build rich and supportive social environments and an accessible system of services that are able to support families with young children.

Statewide data collection in 2009 provided baseline data covering 16,207 children. In each of the five domains of the AEDI, the average score for South Australian children is the same as, or higher than, the national average.

Fewer South Australian children (11.5%) are vulnerable on two or more domains than the national figure of 11.8%.

Data, including community profiles, was released nationally in April 2010. These profiles inform communities of their children's development in each of the five domains: physical health and wellbeing, social competence, emotional maturity, language and cognitive development, and communication skills and general knowledge.

A second round of data collection in 2010 has been collected about children from 62 schools. To enable small areas to receive AEDI results some have been combined with other small areas that are both geographically close and demographically similar. This follow-up data has enabled more results to be available for an increased number of communities.

EARLY CHILDHOOD DATA

We have achieved data improvements through the development and implementation of the web-based *Early years system*. This will provide systemic child-level data for regular data collections and support the operational needs of early childhood education and care services.

In addition, all early childhood and care providers in South Australia were invited to participate in a national workforce survey coordinated by DEEWR during 2010 to gather information on the qualifications of staff working in early childhood education and care services.

For further reporting on early childhood services, see the *Children's Services Annual Report 2009-10* at www.decs.sa.gov.au > About DECS



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



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Enhancing development in the primary years (R-7)

■ AT A GLANCE

SOUTH AUSTRALIAN LITERACY/NUMERACY PERFORMANCE

In national testing for numeracy, reading, spelling, writing, and grammar and punctuation South Australian primary students continue to perform consistently with results achieved in previous years, and relative to students in other states and territories.

SUPPORTING MATHS AND SCIENCE IN SCHOOLS

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

SUPPORTING LANGUAGES IN SCHOOLS

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

ICANS EXPAND TO PRIMARY SCHOOLS

A program focused on meeting the needs of school students at severe risk of disengaging from school has now been expanded from government high schools to primary schools.

ENHANCING DEVELOPMENT IN THE PRIMARY YEARS (R-7)

REPORTING

Strategic objective: Focus on Learning

EARLY INTERVENTION FOR LITERACY

Reading recovery is a highly effective, short-term, one-to-one early intervention literacy program, designed for Year 1 children who are experiencing difficulties with reading and writing (the lowest cohort of 20%) to catch up to the class average of their peers. Individual children receive a half-hour intensive one-to-one individualised lesson each school day for 12 to 20 weeks with a specially trained teacher, in addition to the regular classroom reading and writing program.

The program was designed by the late Dame Marie Clay based on her intensive research in many classrooms on effective literacy practices, and was first implemented in South Australia in 1993. Since 2002, public education has employed specialist tutors to implement the program at the statewide level. Professional development for teachers and tutors is an essential part of the program.

Since 2003 when data collection began, approximately 89% of students who completed the full 12-to-20-week intervention met year-level expectations in reading and writing. Follow-up studies indicate that most *Reading recovery* children also do well on standardised tests and maintain their gains in later years. In 2010 *Reading recovery* was offered in 15 schools.

Strategic objectives: Focus on Learning

NAPLAN DATA FOR THE PRIMARY SCHOOL YEARS

Table 1: Percentages of South Australian students achieving national minimum standard in numeracy

| Year | Australia % | SA % |
|------|-------------|------|
| 3 | 94.3 | 93.2 |
| 5 | 93.7 | 92.2 |
| 7 | 95.1 | 95.2 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

Table 2: Percentages of South Australian students achieving national minimum standard in reading

| Year | Australia % | SA % |
|------|-------------|------|
| 3 | 93.9 | 93.2 |
| 5 | 91.3 | 90.1 |
| 7 | 94.9 | 95.3 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

Table 3: Percentages of South Australian students achieving national minimum standard in spelling

| Year | Australia % | SA % |
|------|-------------|------|
| 3 | 91.0 | 89.4 |
| 5 | 92.0 | 90.9 |
| 7 | 92.9 | 92.4 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

Table 4: Percentages of South Australian students achieving national minimum standard in grammar and punctuation

| Year | Australia % | SA % |
|------|-------------|------|
| 3 | 92.0 | 90.2 |
| 5 | 92.2 | 90.6 |
| 7 | 91.6 | 92.7 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

Table 5: Percentages of South Australian students achieving national minimum standard in writing

| Year | Australia % | SA % |
|------|-------------|------|
| 3 | 95.5 | 95.7 |
| 5 | 93.1 | 92.6 |
| 7 | 92.6 | 93.5 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008.

Children in school years 3, 5, 7 and 9 are tested annually on aspects of literacy and numeracy. The results of these tests are provided to parents and schools. Combined NAPLAN results for individual schools are also available on the Australian Government *MySchool* website (www.myschool.edu.au).

Over the three years of NAPLAN testing, South Australia's NAPLAN results have remained stable with no materially significant trends emerging. South Australia's position relative to other states and territories is similar from year to year. Likewise the results for each year-level group from year to year are stable. In future years more data may provide us with a better picture of NAPLAN performance at the State level.

The previous tables show the percentages of South Australian children achieving the national minimum standard in 2010.

The data on Aboriginal children's NAPLAN performance has been delayed for 2010.



Strategic objectives: Connections, Focus on Learning, Future Opportunity

MATHS AND SCIENCE

PRIMARY MATHEMATICS AND SCIENCE STRATEGY

The *Primary mathematics and science* strategy aims to contribute to a sustainable, system-wide improvement in student learning of mathematics and science, from Reception to Year 7 in public schools. In the longer term, an increase in student engagement, participation and achievement in science and mathematics across both primary and secondary years is the goal so that all young people leave school with an appreciation of the importance of science and mathematics, and are able to apply science and mathematics to their daily lives. Increased take up of senior secondary mathematics and science subjects, leading to a range of training and employment pathways and related careers is also considered ideal.

The strategy supports teachers to become more confident and knowledgeable in the teaching of science and mathematics through *Primary science connections* and *Maths for all* programs. It also supports teachers, leaders and schools in preparing for the implementation of the Australian Curriculum: Mathematics and Science, and implementing the guaranteed instruction time for mathematics and science from 2011.

During 2010, 497 schools participated in *Primary science connections* workshops, with 6,700 teachers attending. Across the State, 329 workshops were delivered, with 8,500 teacher workshop days. All schools received published resources, with 57,000 *Primary connections* units distributed so that each teacher has access to a set.

For 2011, *Maths for all* workshops have been added to the statewide program. Grants will be distributed to each school to enable primary school teachers to attend.

MATHS FOR LEARNING INCLUSION

This program aims to systematically improve the engagement and learning outcomes of two specific groups of learners in years 3-5 – students from low socio-economic backgrounds, and Aboriginal students – by enhancing the capacity of primary school teachers in years 3-5 to be effective, inclusive and innovative teachers of maths using three main strategies.

Professional learning in 2010 was mainly cluster-based and centred on classroom research and the refinement of pedagogies that improved maths outcomes for learners. Maths consultants worked intensively in clusters, modelling exemplary practices, while groups of teachers observed.

Over a 5-6 week period, teachers participated in a classroom-based project, and of the 133 teachers involved, 86 presented results to colleagues across the program at one of the three presentation days. Fifty-four teacher presenters also refined their presentations into workshops for the *New angles on maths* expo, held at the Adelaide Convention Centre in October 2010. As a showcase for phase two of *Maths for learning inclusion*, the expo featured 12 maths presenters and 54 teacher presenters from the program, contributing to the 80 workshops on offer. Overall, some 750 educators participated.

The program has undergone rigorous evaluation using student achievement data from ACER PATMaths testing, leader and teacher questionnaire data about experiences of the program and its effects on the teaching and learning of mathematics, and teacher narratives reflecting on pedagogical change as a result of the program. Data collected during 2010 has indicated positive changes in teacher confidence and attitude and an expanded range of pedagogies resulting from professional learning and communities of practice. Learning from this program will be incorporated into the *Maths for all* component of the *Primary maths and science* strategy.

Strategic objectives: Connections,
Focus on Learning

LANGUAGES EDUCATION IN DECS SCHOOLS – PRIMARY

Our *Languages statement 2007-2011* provides the overarching languages education policy context for languages other than English to be taught in public schools. The *Languages engagement strategy, 2009-2011* describes the operational framework for the implementing Aboriginal, Asian (Chinese, Indonesian, Japanese and Vietnamese) and European (French, German, Italian, Modern Greek and Spanish) primary language programs. The strategy focuses on three key areas:

- Expanding program delivery models and pathways for students
- Building the expertise and number of language teachers
- Promoting leadership and advocacy in languages education.

In 2010, languages activities also prioritised reviving, reclaiming and revitalising Aboriginal languages in conjunction with custodial communities, and increasing the number of students studying Chinese, Indonesian, Japanese through the National Asian languages and studies in schools program (NALSSP). Four specialist Asian language clusters were established involving 20 primary schools.

During 2010, the following outcomes were achieved:

- A range of Aboriginal languages strategies were implemented, including the *Aboriginal languages programs initiatives* (ALPI) program supporting the delivery of Aboriginal languages in 55 sites; phase two of the Narungga language retraining program providing intensive training on the Narungga language and culture to educators and community members, and phase one of the Arabunna community language program led by the Marree Arabunna community leaders in collaboration with DECS.
- Through the APLI program, 3,790 primary students participated in learning a South Australian Aboriginal language in 47 primary schools.

- Phase 1 was completed of the *Asian language distance education provision* project, comprising the development and trialling of R-7 Chinese and Japanese online language courses in collaboration with the Open Access College.
- A pilot program to introduce language programs in nine prior-to-school DECS settings was delivered to more than 400 children.
- Specialist Asian languages clusters were established to support schools to increase the retention and uptake of students in Asian languages.
- The *Bridging/seeding languages grants* program was delivered to support 12 schools without a language program to address language teacher supply issues.
- The *First language maintenance and development* program was administered to maintain and develop skills in the languages of more than 4,000 students from non-English speaking backgrounds, from 71 primary schools.
- Phase two of the *Multilingual literacy* project, a collaborative school-based action research project between DECS and Flinders University was delivered, involving the development of an R-2 pathway for literacy development.
- Languages were integrated into the whole-school curriculum with 21 second language and class teachers from 10 schools working in partnership to deliver a joint literacy and assessment program to more than 150 students immersed in their second language on a daily basis.

Strategic objectives: Maximising Potential, Future Opportunity

INNOVATIVE COMMUNITY ACTION NETWORKS (ICANS) – NEW MODEL FOR PRIMARY SCHOOLS

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

Significant funding (\$850 per student, per term which amounted to \$1,350,650 in 2010) now provides individual case management and earlier intensive individual student support. The funding can be provided to the school to purchase the required individual student support services. For the first time, in 2010, 667 primary school students at severe risk of disengaging from school were provided with case management services.

For further details about ICANS, see page 59.

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



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

■ AT A GLANCE

SOUTH AUSTRALIAN LITERACY/NUMERACY PERFORMANCE

In national testing for numeracy, reading, spelling, writing, and grammar and punctuation South Australian Year 9 students continue to perform consistently with results achieved in previous years, and relative to students in other states and territories.

RESULTS IN IMPROVING LITERACY

Specific initiatives (*Stepping out*) to improve literacy in students from years 8-10 have shown improved growth in one or more year's results.

MAXIMISING PATHWAYS FOR YOUNG PEOPLE

Various programs aimed at engaging young people and providing flexible opportunities to partner with community, trades and industry continue to thrive.

RETENTION RATES AT HIGH SCHOOL CONTINUE TO RISE

For Aboriginal and non-Aboriginal students in years 8-12, retention rates at government schools continue to trend upwards, significantly higher than the national average.

SUPPORTING LANGUAGES IN SCHOOLS

South Australian government schools continue to focus on second language opportunities and pathways for students, focusing mainly on Asian languages.

SUPPORTING THE HIGH SCHOOL YEARS (8-12) AND YOUTH TRANSITIONS REPORTING

Strategic objectives: Focus on Learning

NAPLAN DATA FOR THE HIGH SCHOOL YEARS (ALL STUDENTS)

Table 11: Percentages of South Australian students achieving national minimum standard in numeracy

| Year | Australia % | SA % |
|------|-------------|------|
| 9 | 93.1 | 92.1 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

Table 12: Percentages of South Australian students achieving national minimum standard in reading

| Year | Australia % | SA % |
|------|-------------|------|
| 9 | 90.8 | 89.9 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

Table 13: Percentages of South Australian students achieving national minimum standard in spelling

| Year | Australia % | SA % |
|------|-------------|------|
| 9 | 89.6 | 88.6 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

Table 14: Percentages of South Australian students achieving national minimum standard in grammar and punctuation

| Year | Australia % | SA % |
|------|-------------|------|
| 9 | 90.9 | 90.4 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

Table 15: Percentages of South Australian students achieving national minimum standard in writing

| Year | Australia % | SA % |
|------|-------------|------|
| 9 | 87.2 | 86.9 |

Source: MCEECDYA National Assessment Program Literacy and Numeracy (NAPLAN) 2010 Summary Report

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008.

Children in school Years 3, 5, 7 and 9 are tested annually on aspects of literacy and numeracy. The results of these tests

are provided to parents and schools. Combined NAPLAN results for individual schools are also available on the Australian Government *MySchool* website (www.myschool.edu.au).

Over the three years of NAPLAN testing, South Australia's NAPLAN results have remained stable with no materially significant trends emerging. South Australia's position relative to other states and territories is similar from year to year. Likewise the results for each year-level group from year to year are stable. In future years more data may provide us with a better picture of NAPLAN performance at the State level.

The tables on the left show the percentages of South Australian Year 9 students achieving the national minimum standard in 2010.

The data on Aboriginal children's NAPLAN performance has been delayed for 2010.

IMPROVING LITERACY FOR STUDENTS IN YEARS 8-10

Our *Stepping out* writing initiative aims to support improvement in literacy (writing) for Years 8-10 students. The program is a 'train the trainer model' of professional learning and assists teachers and schools to:

- identify the literacy writing demands of subject areas
- determine the type of support that helps students make progress in their writing
- increase the repertoire of writing teaching and learning strategies
- choose appropriate teaching, learning, monitoring and assessment strategies for writing
- develop and implement a whole-school literacy plan.

The *Stepping out* writing project was developed to meet school needs in responding to Year 9 NAPLAN results and to support students meet the literacy requirements of the new SACE. The project is funded through a joint initiative of the Australian Government and DECS.

Since 2007 and including 2010, we have trained 96 facilitators who have worked in 54 schools on writing improvement

approaches through professional learning and school-based implementation. In 2010, 43 schools were involved in the program, supported by 61 trained facilitators. This included 16 new facilitators who were trained from 10 schools. Facilitators trained 400 teachers in 12 hours of professional learning and supported them in approaches to implement classroom strategies within whole-school agreements.

An internal review of the program was conducted in 2009 and recommendations from this have been taken into account in planning the 2010 program. Evaluation of facilitator training and support has indicated the value of the facilitator training and resources to support improved literacy practices.

To date:

- 1,200 teachers have been involved in school-based professional learning programs with *Stepping out: Writing*
- 44 whole-school implementation plans have been developed
- evaluations have indicated the benefits to teachers in increased knowledge in this area
- evaluation reports have indicated that teachers develop their teaching and learning practices as a result of professional learning and in-school support.

Of the 44 schools that have completed their work in the project, Year 9 NAPLAN writing growth data 2008-2010 has resulted in:

- nine schools showing strong improvement (greater than 5%)
- 16 schools showing improved growth in one or more years' results
- seven schools showing both improvement and decrease in growth in different years
- six schools showing both increases and decreases in the same year
- two schools showing no change in their growth.

Strategic objectives: Connections, Focus on Learning

LANGUAGES EDUCATION IN PUBLIC SCHOOLS – SECONDARY

The DECS *Languages statement 2007-2011* provides the overarching languages education policy context for languages other than English to be taught in DECS schools. For details see page 51 (Primary years).

During 2010, the following outcomes were achieved:

- The *Building schools Asian languages capacity* (B-SALC) project supported 10 secondary schools 25 teachers and 1,746 students to implement local initiatives that increase enrolments and retention of students in Asian language programs. Data provided by B-SALC project schools in their 2010 interim reports show an increase of 7% of students learning an Asian language in one year, improved student attitude to, interest in and enthusiasm for Asian languages, an increase in student retention as a result of sister-school visits, improved teacher understanding of and attitude to Studies of Asia, and better integration of languages in the school curriculum.
- Four 'schools with Asian languages capacity' were established, each consisting of a lead secondary school working within a cluster to develop curriculum and transition pathways that increase engagement and retention of students in Asian languages and raise the profile of languages within the community.
- VET/Asian languages pathways in schools were developed to facilitate flexible and alternative pathways that link language learning to a nationally accredited VET Tourism certificate. Twenty-eight teachers of the *National Asian languages and studies in schools* program (NALSSP) undertook training across 12 metropolitan schools and four country schools.

- Seven additional teachers across four metropolitan secondary schools and three country schools gained accreditation in Training and Assessment Certificate IV and Tourism Pathways training. Teacher resource materials for Chinese, Indonesian and Japanese were trialled in seven sites.
- The *Aboriginal languages programs initiatives* (ALPI) annual program was delivered, which supports Aboriginal languages in secondary schools through Aboriginal language and cultural specialists. A total of 274 secondary students participated in learning a South Australian Aboriginal language, and two secondary Narungga students and two secondary teachers completed the Narungga language retraining program.

Strategic objectives: Focus on learning

2010 PREMIER'S ANZAC SPIRIT SCHOOL PRIZE

In 2010, The Premier's ANZAC Spirit School Prize was again conducted for years 9 and 10 students in all South Australian schools (the fourth time since 2007). Six students (three DECS) and two DECS teachers were selected to participate in a trip to Europe to commemorate ANZAC Day 2010.

The competition is coordinated by DECS in association with the Department of the Premier and Cabinet, the Returned and Services League of South Australia, Catholic Education South Australia and the Association of Independent Schools South Australia. This year DECS developed the education program for the study tour and a staff member conducted the educational activities during the trip.

The competition has become an important vehicle for the promotion of history in South Australian schools. The requirement for students to undertake original research on a participant in World War I and present a quality product for judging has proven to be an excellent activity in many Year 9 and 10 history classrooms in South Australia.

In 2010, 51 student entries were judged from 29 schools (only the best two are submitted by a school).

During November 2010 the judging process for the 2011 Premier's ANZAC Spirit School Prize was conducted. In 2011, nine students (four DECS) and two teachers (one DECS) will again travel to Europe for ANZAC Day commemoration activities.

THE J.J & LYDIA EDEN PRIZE

The J.J. & Lydia Eden Prize is open to all Year 10 students in DECS schools. The prizes for the competition are provided from the 1956 bequest of John Joseph Eden who requested in his will that the Minister of Education conduct a competition for young people in South Australian public schools on the topic of 'making the world a better and happier place'. Since 2008, DECS has conducted the competition in association with the Geography Teachers' Association of South Australia.

In 2010, students were invited to make a response to the question 'How can we make our towns and cities better places to live?' The competition is a significant opportunity for schools to promote geographical thinking. As the Australian Curriculum: Geography is implemented in coming years, this competition and its substantial prize money (\$1,250 for first prize) has the potential to be an important promotional vehicle for geography in South Australian schools.



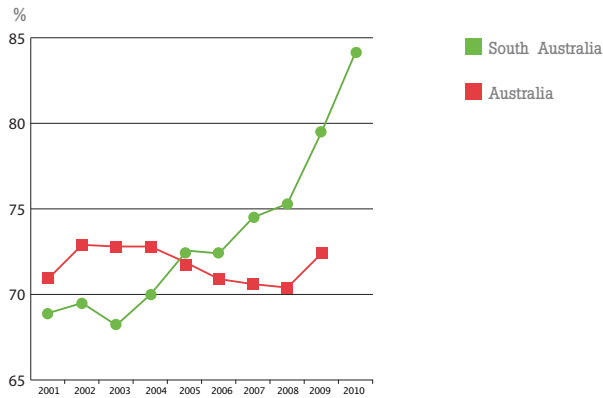
Strategic objectives: Future Opportunity

RETENTION OF ALL STUDENTS AT SECONDARY SCHOOL

| Level | 2009 | | 2010 | |
|-------------|-----------|-------|-----------|-------|
| | Full Time | FTE | Full Time | FTE |
| Years 8-12 | | | | |
| Males | 61.5% | 70.3% | 69.1% | 76.3% |
| Females | 77.6% | 89.8% | 81.7% | 92.5% |
| Total | 69.1% | 79.5% | 75.2% | 84.2% |
| Years 10-12 | | | | |
| Males | 61.8% | 70.4% | 68.2% | 75.2% |
| Females | 76.6% | 88.4% | 81.6% | 92.4% |
| Total | 68.9% | 79.0% | 74.7% | 83.5% |

Source: DECS Term 3 School Enrolment Census, 2005-2010

Apparent retention rate in government schools years 8-12 (FTE)



Note: 2010 Data for Australia not yet available. Source: DECS Term 3 School Enrolment Census, 1997-2010, ABS Schools Australia (Cat 4221.0)

Apparent retention rate in government schools years 10-12 (FTE)

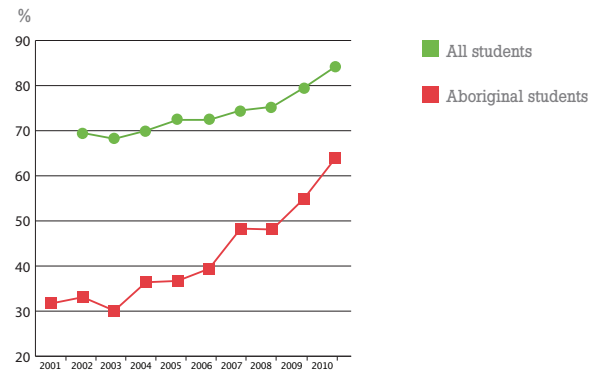


RETENTION OF ABORIGINAL STUDENTS AT SECONDARY SCHOOL

| Level | 2009 | | 2010 | |
|-------------|-----------|-------|-----------|-------|
| | Full Time | FTE | Full Time | FTE |
| Years 8-12 | | | | |
| Males | 44.7% | 49.5% | 54.2% | 57.4% |
| Females | 57.3% | 60.7% | 65.8% | 71.1% |
| Total | 50.8% | 54.9% | 59.7% | 63.9% |
| Years 10-12 | | | | |
| Males | 51.3% | 55.8% | 58.4% | 61.8% |
| Females | 66.1% | 69.3% | 66.5% | 72.9% |
| Total | 58.4% | 62.3% | 62.3% | 67.2% |

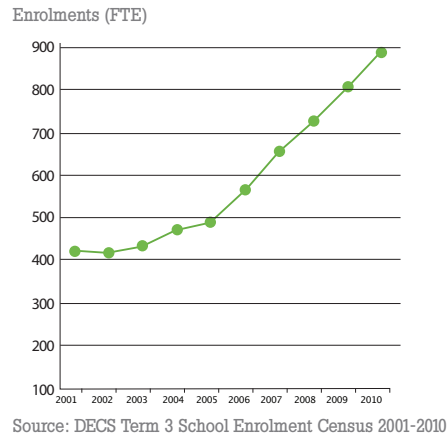
Source: DECS Term 3 School Enrolment Census, 2005-2010

Apparent retention rates (FTE) - Aboriginal students and all students in government schools, years 8-12, 2001-2010



Source: DECS Term 3 School Enrolment Census, 2005-2010

Apparent retention rates (FTE) - Aboriginal students in government schools, years 11-12, 2001-2010



Strategic objectives: Maximising Potential, Future Opportunity

INNOVATIVE COMMUNITY ACTION NETWORKS (ICANS)

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

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

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

Since the beginning of 2005, almost 9,000 participants have been supported through ICAN school and community partnerships, with a consistently high average success rate of nearly 70% successful re-engagement in learning and/or earning pathways. (Source: DECS annual validated expected destination data provided by EDSAS and in May of each year).

In 2010, the ICAN model was expanded through the funding provided by the Smarter Schools National Partnership (Communities Making a Difference). ICANs are now operational in 10 areas of the State. During the year, 2,780 students were enrolled as FLO students, and ICANs were operating in 10 regional areas: Metropolitan North, Metropolitan South, Metropolitan West, the Fleurieu Peninsula/Kangaroo Island, the Yorke Peninsula, the

Murraylands, the Riverland. In July 2010, an additional two ICANs were established on the Eyre Peninsula (regional Far West) and the Limestone Coast (regional South East).

The expanded ICAN model now provides support for significantly disengaged upper primary school students, through a focus on younger children and families through a new primary school case management and FLO-enrolment strategy. For details, see page 52.

ICAN-supported students in 2010

| Type of ICAN support in 2010 | |
|------------------------------|------|
| DECS ICAN FLO enrolments | 2859 |
| ICAN-funded case management | 667 |
| TOTAL numbers of students | 3526 |

Source: Local ICAN school and community partnerships

- 1) 2,859 DECS-FLO enrolled students as validated through EDSAS term by term reporting extracts 2010 and validated through ICAN school referral process
- 2) 667 ICAN-funded case management supported students – ICAN data set provided through school referral to ICAN and funding, monitoring, reporting and acquittal internal ICAN and school site processes
- 3) Total ICAN student numbers = sum of 1 & 2 = internal ICAN summation.

LOCAL ICAN SCHOOL AND COMMUNITY PARTNERSHIPS

During 2010, the number of local ICAN school and community partnerships and respective management committees expanded to 10. Each local ICAN committee provides responses to the identified local issues, and to develop a strategic plan to guide their work. The committees have an annual allocation of grant funding (average \$100,000 per annum) to facilitate innovative, community-driven solutions to locally identified barriers. These programs can support FLO and non-FLO enrolled students in innovative accredited and community based learning programs.

In 2010, ICAN supported 2,212 teachers and community partners in formal training activities. Of these, 1,133 were teachers and 1,079 were community members.

OUTCOMES FOR ICAN FLO-ENROLLED STUDENTS 2009-2010

Destinations for FLO students (from 2009) as at Term 1, 2010

| ALL STUDENTS | SA | % |
|------------------------|-------------|-------|
| School enrolment | 167 | 9% |
| School FLO enrolment | 1043 | 56% |
| School transfer | 16 | 1% |
| Tertiary/TAFE/training | 26 | 1% |
| Employment | 51 | 3% |
| Seeking employment | 129 | 7% |
| Left SA | 23 | 1% |
| Other | 55 | 3% |
| Unknown | 358 | 19% |
| TOTAL | 1868 | |
| Learning destination | | 67.0% |
| Earning destination | | 2.7% |
| Learning/Earning | | 69.8% |

Source: EDSAS validated intended destination data as at May 2010

The Term 1 2010 census provided information about 1,868 of the 2009 FLO-enrolled students (99.6%). All of these students were previously completely disengaged with school and after participating in the program, almost 70% of students are now re-engaged in learning or earning. A further 7% are now seeking employment. (Source: EDSAS validated intended destination data as at May 2010).

In 2011, ICANs will be expanded to another four areas in South Australia: Eastern Adelaide, Hills, Mid-North, Barossa to provide a full statewide coverage of the ICAN school and community partnership model.

INDUSTRY SKILLS FOR HIGH SCHOOL STUDENTS

The \$19 million *Industry skills* program is part of the South Australian Government's *School to work* strategy, and aligns with South Australia's Strategic Plan targets T6.15, T6.16 and T6.21, while supporting the achievement of the COAG (Council of Australian Governments) targets relating to Year 12 attainment.

The *Industry skills* program also integrates the *Trade schools for the future* strategy with the Australian Government's *Trade training centres in schools* program and the National Partnership for Youth Attainment and Transitions.

The *Industry skills* program aims to implement industry pathway programs in DECS secondary schools so that young people have vocational pathways into industry areas to meet skills shortages. It builds vocational education and training (VET) capacity in schools by working 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, while completing their South Australian Certificate of Education (SACE).

By the end of 2012 the target is for every public school with a significant secondary enrolment to offer at least one industry pathways program, with 1,620 students across South Australia enrolled in a Certificate III competency.

During 2010, 17 *Industry skills* managers were established in regional areas, working with schools in developing curriculum structures and flexible timetable arrangements enabling students to access industry pathways. Forty-five schools started implementing 68 industry pathway programs by either delivering or purchasing VET training and linking with personal learning plans and numeracy and literacy courses within the SACE. This meets the target number of schools set by the IPP program for 2010.

Civil construction, plumbing and digital media were developed as new industry pathways programs during 2010, with the assistance of funding from the Future SACE Office. Food processing and preparation will be developed as a new program in 2011, with a trial program in partnership with Agrifood Skills Australia.

Teachers are assisted to deliver VET in schools through teacher training to Certificate IV level in Training and Assessment as well as in industry-specific areas.

SCHOOL-BASED APPRENTICESHIPS

The *Trade schools for the future* program began in 2008 to increase the number of young people undertaking school-based apprenticeships and traineeships. Ten regions were established across the State around lead secondary schools to provide the administrative centres for apprenticeship brokers. Other secondary schools in each region are network partners with these lead schools.

Since the program's inception, apprenticeship brokers have worked with students, parents and employers to recruit more than 2,200 students. Students gain highly valued industry skills areas at Certificate III level. More than 550 students have successfully completed their apprenticeships or transitioned to full-time apprenticeships upon leaving school, and more than 40% of students from 2008 and 2009 remain in the program.

During 2010, more than 700 students started in the program, with 75% of these at Certificate III level.

Trade schools for the future funding was used to equip lead schools to build office and training spaces. A dedicated video conferencing unit and other hardware for e-learning delivery was supplied to all network schools. New communication and curriculum delivery strategies were also developed to benefit students.

Also during the year, *Trade schools for the future* ePathway coordinators built e-learning capacity and regional expertise by providing professional development for senior secondary teachers, creating online materials, and gathering online resources for sharing using a 'Moodle' site at <http://dlb.sa.edu.au/tsftfmoodle>.

The program is on track to meet its target of 1,200 students in training during 2011.

CONSTRUCTION TRAINING INITIATIVE

In 2010, there were 415 students supported through *Target work*, a training initiative using construction projects. Of the students participating 21% were students with a disability and 6% were from an Aboriginal or Torres Strait Islander background.

This initiative involved 28 secondary sites participating in 17 projects including the:

- Adelaide Zoo project incorporating brick paving, landscaping and building renovation in the vicinity of the Panda enclosure on the southern side of the zoo
- Lakeside Railway project in Clare which has involved the construction of a steel veranda shelter and timber pergola
- Valley lakes public amenities block in Mount Gambier which has been upgraded by local secondary students.

Successful negotiations in 2009 resulted in the establishment of a valuable partnership with Delfin Lend Lease and subsequent construction by *Target work* of the Mawson Lakes, Shoalhaven and Blakes Crossing projects. The Mawson Lakes *Target work* project was submitted by Delfin Lend Lease to the Urban Development Institute of Australia – SA Div (UDIA) Awards for Excellence as a Local Community Development. Awards were announced on 29 October 2010 and *Target work* was successful in winning the award category.

Strategic objective: Connections

SUPPORTING SECONDARY STUDENTS WITH A DISABILITY

The following programs in public education sites support compliance with the *Disability Discrimination Act* (DDA) through the provision of inclusive learning environments that facilitate equal access and increase learning outcomes for children and students with additional needs. For full Disability Action Plan reporting see page 86.

Daws Road and Prospect statewide transition centres

Daws Road and Prospect Centre, which incorporates the Hyde Street program, are part of Disability Services. They cater for the learning needs of students with disability, aged 15 years and over, in the Southern and Northern Adelaide Regions. The centres implement the State Government's School to work strategy through improving pathways for students with a disability to engage in further education, training and/or employment.

Over 170 students studied VET and SACE courses in the two centres in 2010. The centres provide support for:

- students with disability through smaller learning groups
- parents and caregivers of young people with disability
- the enrolling schools of young people
- employers
- Disability Support Agency personnel.

Subjects offered in 2010 at the Centres included:

VET Courses:

- Certificate 1 Hospitality
- Certificate 1 Horticulture
- Certificate 1 Introductory Vocational Education (IVEC)
- Certificate 1 Retail Operations
- Certificate 2 Retail Operations

SACE Stage 1:

- Health (including Sports and Recreation)
- Child Studies
- Society and Culture
- Integrated Learning-Woodwork
- Integrated Learning-Construction
- Integrated Learning-Work skills
- English Pathways (Modified)
- Numeracy for Work and Community Life
- Community Studies-Foods and the Community
- Community Studies-Work and the Community

SACE Stage 2:

- Integrated Learning-Seniors Transition to Employment.

| Financial summary



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Executive financial summary

The 2009-10 financial year has seen DECS implement and progress a number of matters of operational and financial management importance.

Key achievements for the financial year include:

- receiving an unqualified audit opinion from the Auditor General in respect to the 2009-10 DECS consolidated financial statements
- reaching agreement on the new Enterprise Bargaining Award for public schools and preschools that will see an extra \$265 million over four years to support more than 700 extra teachers and support staff, while also reducing the administrative burden on school leaders in managing information technology in schools. These measures will give teachers more preparation time to support students and extra support staff for children in special classes. This additional support will begin from the 2011 school year, coinciding with the new approach to funding schools
- the allocation of significant additional funding to education as part of the 2010-11 State Budget, including funding to support the expansion of the network of children's centres, the establishment of six new special education units, expansion of State Government high schools to increase capacity, and funding to employ more specialist maths and science teachers
- progressing the implementation of Stage 1 of *Education works* that involves constructing six new schools through a public and private partnership arrangement, scheduled to be delivered during 2010-11
- delivering a number of enhancements to school infrastructure and facilities; establishing science and language centres at secondary schools; and providing increased funding for minor works and maintenance projects in schools through the *Building the education revolution* (BER) initiative
- establishing a business model that provided for the provision of accounting and financial services through the SA Governments Shared Services provider

- progressing the *Digital education revolution*, aimed at providing new and upgraded information and communications technology (ICT) equipment and networks for secondary students in years 9 to 12. This includes all years 9 to 12 students having access to a computing device and a minimum acceptable level of ICT infrastructure (including wireless networks) that can support the additional number of computers being installed in DECS secondary schools by 31 December 2011.

Implementing the requirements of *Treasurer's Instruction 2 Financial Management* and *28 Financial Management Compliance Program* across a devolved operating environment with approximately 900 preschool and schools continues to be a priority for DECS into the future. In response to this challenge, a Financial Management Compliance Unit was established to identify, assess, monitor, resolve and report to appropriate stakeholders matters of internal control and financial importance.

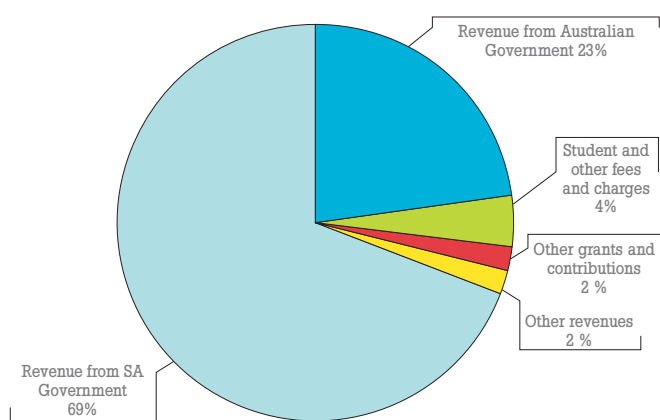
A focus on enhanced financial policy and procedural development, comprehensively documenting the internal control environment and better integrating a robust compliance program across all aspects of DECS are initiatives that will be achieved in coming years. This will continue to strengthen the governance and overall control environment at DECS. The chief executive is required to certify on an annual basis that DECS has sound systems in this regard.

The general economic environment continues to place pressure on DECS in achieving its objectives and budgetary position. As part of the 2010-11 State Budget process, the education portfolio was allocated a range of savings and reform strategies and DECS has commenced the implementation of these.

DECS is financially well positioned to meet its objectives and challenges of the future.

OUR INCOME – WHERE OUR FUNDING COMES FROM

Figure 1 – Income by type



Source: Department of Education and Children's Services 2009-10 financial statements

Total income received by DECS from our controlled operations in 2009-10 was \$2.965 billion, an increase of \$667.954 million from the previous year.

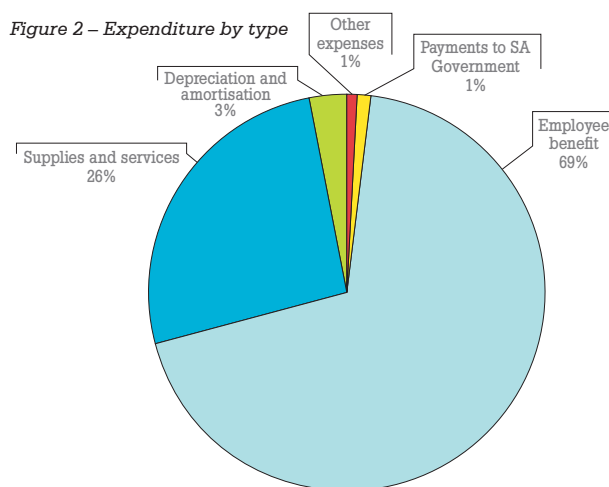
Revenue from the Australian Government increased by \$345.731 million. This was primarily due to increases in the *Building the education revolution* (BER) receipts (\$494.5 million). A change in the classification of receipts from the Department of Education, Employment and Workplace Relations (DEEWR) has offset part of this increase, whereby receipts in 2009-10 were not received directly from the Australian Government but via the Department of Treasury and Finance as State Government appropriation.

Other major increases occurred through higher appropriation receipts from the State Government that were used for operating purposes (\$317.629 million); but offset by a minor reduction in capital appropriation revenues of \$9.054 million.

In addition to the above, increases of \$288.747 million were also experienced with administered revenues, primarily as a result of higher capital grants being received from the Australian Government. These grants were distributed to non-government schools in the form of grants for BER-related works.

OUR EXPENDITURE – HOW OUR FUNDS WERE SPENT

Figure 2 – Expenditure by type



Source: Department of Education and Children's Services 2009-10 financial statements

Total expenses in 2009-10 increased by \$219.966 million to \$2.449 billion compared to the previous year.

Employee benefit related expenses rose by \$101.721 million to \$1.685 billion, which primarily was a result of increases in remuneration rates paid under enterprise bargaining agreements and awards. Payments to employees receiving targeted voluntary separation packages have also contributed to this increase.

Supplies and services expenses increased by \$89.789 million primarily reflecting increases in minor and sustainment works incurred through the BER *National school pride* program.

**SUMMARY OF OUR ASSETS
– WHAT WE OWN**

The department recorded assets totalling \$3.927 billion as at 30 June 2010, which represented an increase of \$664 million compared to the previous financial year.

This was mainly due to significant capital programs being conducted under the BER program, a positive impact in the value of land due to asset revaluations, and increases in cash balances.

Figure 3 – Value of land, property, plant and equipment



Source: Department of Education and Children's Services 2009-10 financial statements

**SUMMARY OF LIABILITIES
– WHAT WE OWE**

The department held liabilities of \$753.626 million as at 30 June 2010; an increase of \$59.083 million compared to the previous financial year.

Employee benefit liabilities (excluding on-costs) make up 68% of this total balance, with the majority of this year's growth reflected by increases in remuneration rates.

For full financial details relating to the Department of Education and Children's Services, see the separate PDF file on the DECS website at www.decs.sa.gov.au > About DECS.

BUDGET 2010-2011

The State Budget was released on 16 September 2010 and provides details of DECS expenditure for the 2010-11 financial year.

The operating expenditure budget for DECS for 2010-11 is \$2.533 billion, an increase of \$203.4 million compared with the previous year's budget. This budget also includes an extra \$265 million over four years to provide more than 700 extra teachers and support staff. This additional support will begin from the 2011 school year, coinciding with the new approach to funding schools.

The capital budget for DECS for 2010-11 totals \$720.7 million for new projects, including expenditure relating to initiatives announced as part of the 2010-11 State Budget, as well as existing projects and annual programs. Expenditure on new projects in 2010-11 includes establishing an extra 10 children's centres, six new 'better behaviour' centres, six new special education units on State school grounds for children with a disability, the special 'school renewal' program, and investment in a range of individual school projects. The 2010-11 capital budget also includes \$200 million for the *Education works* initiative for the six new schools under construction through a public private partnership (PPP) arrangement, scheduled to be delivered during 2010-11.

A range of savings measures impacting on education were announced in the 2010-11 State Budget. These savings measures and more efficient service delivery models will be progressively introduced over the next four years and total \$8.7 million in 2010-11.

More information on the State Budget can be found on the Department of Treasury and Finance website at <http://www.treasury.sa.gov.au/dtf/budget.jsp>.

Statutory and other reporting



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■ STATUTORY AND OTHER REPORTING

- Human resources and government information reporting
- Overseas travel
- Fraud report
- Accounts payable performance
- Contractual agreements
- Consultancies undertaken by DECS
- Disability action plan
- Energy use and sustainability
- Capital programs and asset services
- Materials and services charges
- Asbestos management report
- Urban design charter
- Reporting against the Carers' Recognition Act
- Freedom of information statement
- Audit and Risk Committee
- Reporting against the Whistleblowers Protection Act
- Government school opening and closures

■ HUMAN RESOURCES AND GOVERNMENT INFORMATION REPORTING

PERFORMANCE MANAGEMENT AND DEVELOPMENT

We are committed to building a high performing workforce where quality performance is pursued and learning and development systems are embedded in the culture of work sites. The National Partnership for Improving Teacher Quality and the new *Public Sector Act* have been drivers in reviewing policies and programs, and developing new initiatives to support the development, management and recognition of quality performance for all DECS employees.

Activities and outcomes during 2010 included the following:

- A quality performance development pilot was implemented, with 175 teachers and school leaders participating.
- A new quality performance policy suite was drafted for consultation.
- Statewide consultation was conducted to enable teachers and leaders to participate in the validation of the draft national professional standards for teachers.
- A process for teachers was established to gain recognition as high quality teachers and participate in ongoing performance development under the new Step 9 increment.
- The DECS *South Australian executive service performance management strategy* (SAES) and template was developed.

Performance management consultants provided continuing support for performance management and development, including managing unsatisfactory performance. They worked with 101 sites in 2010 and facilitated 185 performance management processes.

Two events were held with 96 new corporate employees as part of their induction process. DECS Corporate Executive Team members participated in these events, designed to provide new corporate staff with an overview of the department's structure, plans and priorities.

LEADERSHIP DEVELOPMENT

The DECS Workforce Development Quality Leadership team supports the learning of leaders and aspiring leaders across DECS by providing leadership development strategies and resources.

A significant number of programs were developed and delivered to aspiring and newly appointed leaders during 2010 in response to the expected increase in the number of retirements of experienced principals and preschool directors in the next three to five years. These included:

- the *QSchool for aspiring school leaders* program with 130 participants nominated by regional directors
- the inaugural *QSchool for early years' leaders*, which attracted 46 aspiring preschool directors and early years' leaders
- the inaugural *QSchool for corporate and regional staff*, targeted to staff considering a return to a school leadership role. The program included a five-day work-shadowing component and had 40 participants
- the trial of an accredited school services officer (SSO) leadership and management program, initiated in response to the SSO workforce review conducted in 2010. The program attracted many more SSOs than the 50 places available and will be offered again in 2011
- regional leadership learning programs developed and delivered in collaboration with regional leaders to 132 participants from six regions
- a five-day induction program for new site leaders which commenced with 35 participants and grew to 50 throughout 2010. This was supplemented by coaching for 19 new leaders.

To address the professional learning needs of current site and executive leaders, a series of inspirational speakers, seminars and leadership conversations was conducted. Nearly 300 current leaders attended these sessions. Executive forums were also established in 2010 to contribute to building executive leadership capacity and collaboration across DECS.

The forums provide DECS executives with the opportunity to personally engage with the chief executive and discuss matters of strategic priority. Three forums were held in 2010.

All leadership development programs were evaluated and as a result, all programs operating in 2010 will continue in 2011 to support current and aspiring leaders.

LEADERSHIP AND MANAGEMENT TRAINING EXPENDITURE

Note: Staff training occurs throughout DECS, both given and received, and is not identified in the department's general ledger. Recorded information exists on HECS reimbursements for staff (2009-10: \$28,084) and activity/registration fees (2009-10: \$2,429,560).

PRODUCTIVITY PLACEMENTS

Productivity places are training places for nationally accredited courses in industry areas with identified skill shortages. In 2010, DECS successfully applied to the Department of Further Education, Employment, Science and Technology and the Community Services and Health Skills Council for 250 funded productivity placements. This funding will enable the delivery of targeted nationally accredited education and children's services training programs throughout 2010 and in 2011.

Australian Government funding of \$895,552.00 has been contracted through the *Productivity places* program for 220 places in Certificate III, Certificate IV and Diploma programs during 2011-2012. This builds on the original 375 places funded for 2009-2010. Through the *Productivity places* program, student course fees are funded through a combination of Australian Government and State resources.

ACCREDITED TRAINING PACKAGES

The DECS registered training organisation (RTO), Organisation and Professional Development Services, delivered an increased range of Certificate III, IV and Diploma courses from the children's services and public sector national training packages in 2010.

These programs are provided to address workforce development needs and are customised to the strategic and operational requirements of DECS. A flexible approach to

delivery enables staff across the State to meet national industry standards through attaining formal accreditation. At the end of 2010, 125 staff had completed qualifications and 463 are continuing accredited training programs. Programs included:

- Certificate III and IV in Government, Disability (School Support Services) and Finance
- Diploma in Government – Project Management and Management
- Certificate III in Education Support
- Certificate III and Diploma in Children's Services.

These programs are provided in partnership with the Family Day Care Unit and are addressing the national requirement for industry employees to have a minimum Certificate III qualification by January 2014.

In 2010, Organisation and Professional Development Services undertook to upgrade and maintain its status as an enterprise RTO by reviewing its existing scope of programs and ensuring these aligned with DECS future workforce accredited training needs. During 2010, the RTO was required to meet new compliance standards and reporting requirements for student accreditation processes, child safe environments processes and financial reporting.

Note: DECS does not record data specifically about employee classification in relation to the number of staff who access accredited training packages.

TEACHER INDUCTION

New teachers employed by DECS have been given extra training and support in the early stages of their careers as part of South Australia's push to attract and retain the best and brightest in the profession. Professional development conferences and other initiatives were also offered in 2010 to supplement existing regional and site induction programs including:

- *Great beginnings*, a statewide conference for early career teachers with 81 participants

- a teacher induction website developed to improve support for early career teachers, particularly those in non-metropolitan locations
- *Teachers returning to teaching* conference held in October 2010 with 35 participants including international registrations.

TEACHER EDUCATION TASKFORCE

The Teacher Education Taskforce was established in April 2009 and has since met on 10 occasions. It includes nominees of the vice chancellors of the three South Australian universities and senior representatives of the three schooling sectors.

In 2010 the taskforce developed the basis for a sustained partnership between tertiary providers and school sectors to address contemporary and emerging State and national workforce issues. The taskforce has been charged with the key responsibility of developing strategies to address the complex issues of attracting and retaining quality people to the teaching profession in South Australia. A report with recommendations to the Minister for Education will be finalised in 2011.

TEACHER QUALITY

A national partnership on Improving Teacher Quality has been established to drive and reward systemic reforms to enhance the quality of teaching and leadership in Australian schools. During 2010, additional DECS strategies included:

- continuing to support the work of the Teacher Education Taskforce
- implementing a pilot *School centre for excellence* in Eyre and Western Region
- initiating the review of the Advanced Skills Teacher Level 2 classification
- conducting a review of educational leadership development programs
- facilitating the improvement of in-school support by reviewing and developing the accredited training packages offered to school service officers
- expanding targeted graduate recruitment strategies and scholarships

- participating in Australian Research Council work with the University of South Australia to develop a framework of conditions supporting early career resilience
- improving the capacity for workforce projections through the over-45 career intentions and qualifications of employable teachers surveys, and ABS labour market analysis
- developing and consulting on a draft quality performance policy suite.

For more information, see page 15.

ONLINE RECRUITMENT

Enhancements to the DECS online recruitment system in 2010 have resulted in an extension of services for people seeking employment with DECS which include:

- the advertising of all site-based leadership, teaching and ancillary vacancies online
- the ability to complete applications for advertised vacancies online
- permanent employees completing applications for placement or transfer online
- all people seeking employment in DECS sites, both as teachers or ancillary support being able to register interest online.

The enhancements improve the speed and ease of communication, provide increased access to vacancy and application information, and the provision of electronic support of selection processes.

To date the impact of online recruitment has resulted in a significant increase in:

- the number of applications for both advertised leadership and teacher vacancies
- the accuracy of the applications for employment
- flexibility and ease of site leaders contacting applicants seeking employment
- the review and updating of job and person specifications for site-based positions.

ATTRACTION AND RETENTION

DECS has expanded its attraction and retention programs through the Smarter Schools National Partnership: Communities making a difference.

After comprehensive consultation with key stakeholders on attraction and recruitment issues in schools in low socio-economic status (SES) metropolitan, rural and remote communities, three new programs were scoped by Human Resources and Workforce Development for progressive implementation beginning Term 4, 2010 to mid-2013:

- School centres for excellence for pre-service teachers
- Customised attraction and retention incentives for hard-to-staff positions
- Local innovation projects that support new approaches to recruitment and selection determined at a regional level.

These initiatives aim to support improved student outcomes through the attraction and retention of quality teachers and leaders to selected schools in low-SES communities across the State.

LEAD TEACHERS

Up to October 2010, South Australia recognised and rewarded quality teachers through the advanced skills teacher classifications (AST1 and AST2). In 2010, the AST1 classification was replaced with the competency-based Step 9 increment as part of the Stage 1 enterprise bargaining decision.

Step 9 is open to all teachers who have completed 207 days at Step 8. To achieve Step 9, teachers are required to write a statement of evidence of their high quality teaching practice and complete a performance development plan, which is approved through discussion with their line manager. Teachers are also required to participate in an annual review with their line manager to recognise achievements and identify areas for further development. Of the 4,495 teachers who were recognised as Step 9 teachers in 2010, 2,574 automatically translated from the AST1 classification and 1,921 were newly recognised as high quality teachers.

The AST2 classification (currently under review) was awarded to teachers who demonstrated exemplary work, and were able to use their skills and understanding to influence the practice of their colleagues to improve the learning outcomes of students. At the end of 2010, 130 teachers held the AST2 classification.

SCHOOL 'CENTRES FOR EXCELLENCE' FOR PRE-SERVICE TEACHERS

DECS *School centres for excellence* program aims to attract and retain quality teacher graduates in low-SES schools. School centres for excellence commit to offering extended teaching experience scholarships to successful applicants (final year pre-service teachers) to extend their time and development within the school while being supported by high quality mentoring and supervision.

A pilot program was conducted in November 2010 in the Eyre and Western Region. Based on this, an application and selection process for the 2011 *School centres for excellence* program was conducted. Five 'school centres for excellence' were identified, which represents an initial commitment from 17 country and metropolitan schools across six regions.

TEACHING SCHOLARSHIPS

The *Graduate recruitment* program includes a range of scholarships that provide financial support and/or permanent employment opportunities to suitable candidates planning to or undertaking a teacher education course in areas of identified workforce need.

Country teaching scholarships are available to student teachers studying senior secondary subjects in mathematics, chemistry, physics, technology studies, agricultural science and home economics.

New beginnings scholarships are targeted to maths and science professionals who are seeking a career change and are undertaking a teacher education course. Country practicum scholarships provide financial support for third and final year students undertaking a country practicum.

In 2010, 130 scholarships were awarded as part of the graduate teacher development programs.

The *Career change (C-Change)* program is an initiative that provides financial and professional development opportunities to teachers to undertake curriculum leadership positions in maths and science in selected schools, and to facilitate recruitment in hard to staff maths and science vacancies. In 2010, nine *C-Change* teacher leadership positions were funded for country and low-SES metropolitan schools. In 2011, 10 *C-Change* teacher leadership positions were filled.

The Retraining Support Scheme provides tailored programs and financial support for permanent teachers teaching or being required to teach in identified areas of workforce and school need.

Commencing in 2011, the new *Teach SA* program will provide extensive opportunities for retraining and upskilling in specialist maths and science.

ABORIGINAL EMPLOYMENT

DECS employed 543 Aboriginal staff as of 30 June 2010, representing 2.1% of its employment workforce. This meets South Australia's Strategic Plan and the DECS *Aboriginal Strategy 2005-2010* target of 2.0% representation of Aboriginal people employed across DECS by 2010.

Throughout 2010 a number of projects related to improving pathways for attracting and retaining Aboriginal people into the teaching profession have significantly progressed:

- A career intention survey of DECS Aboriginal employees was conducted, providing initial data that will form a longitudinal study. The study establishes career intentions, current skills and qualifications, and tracks career development progress.
- Approximately 90 DECS Aboriginal community education officers (ACEOs) completed a career intentions survey or were interviewed, with 40 ACEOs indicating an interest in becoming a teacher.
- Scoping began, to support the opportunity for recognition of prior learning (RPL) for ACEOs interested in pursuing teacher education pathways.
- The Aboriginal Pathways Teacher Education Working Group (APTEWG) provided eight strategic recommendations to the DECS Teacher Education Taskforce. One

of the recommendations included the *Go Local* initiative, which outlines a community-based teacher education program for Aboriginal people in SA.

DECS has three separate employment programs to increase the number of Aboriginal teachers in public schools and preschools:

- The *Aboriginal teaching scholarship* initiative provides financial support and employment opportunities. In 2010, 10 new scholarships were awarded, totalling 24 Aboriginal teacher trainees receiving financial support in 2010.
- The *Aboriginal recruitment guarantee* provides eligible Aboriginal teacher education and qualified teachers with the opportunity to gain permanent employment within DECS schools and preschools. In 2010, five Aboriginal teachers graduated and five qualified Aboriginal teachers gained permanent positions in DECS schools.
- Teaching practicum scholarships support students to undertake a practicum in a DECS school or preschool. In 2010, financial support was provided for two Aboriginal teacher trainees to undertake a practicum experience in DECS sites.

In 2007, the 'Tarkaritya Tirkandi' Aboriginal traineeship program was initiated as a strategy to increase the number of young Aboriginal people employed within central and regional offices. In 2010, six Aboriginal people, based in schools and in central and regional offices successfully completed their traineeships in office administration. By December 2010, two of the six trainees had been appointed to positions within DECS.

The inaugural DECS Aboriginal teachers and leaders conference was held in 2010, attended by more than 40 Aboriginal teachers and leaders.

ABORIGINAL COMMUNITY EDUCATION OFFICERS

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

and identifying critical interventions that contribute to improving Aboriginal student learning outcomes. ACEOs are employed in schools and in regional support services.

In 2010, there were 39 ACEOs undertaking Certificate III in Community Services at the Aboriginal Access Centre, Adelaide and Noarlunga campuses. In March 2010, 27 ACEOs graduated from the course and in May 2010, ACEOs from Ceduna, Pt Lincoln, Whyalla, Pt Augusta and Marree commenced training at the Whyalla TAFE.

A conference was held for ACEOs in March and was attended by 176 ACEOs from across South Australia.

SUPPORTING EARLY CHILDHOOD TEACHERS

EARLY CHILDHOOD LEADERSHIP DEVELOPMENT SCHOLARSHIPS

Scholarships were awarded to 11 early childhood educators from preschools, *Learning together*, child care and out-of-school-hours care programs to develop their knowledge of contemporary leadership in integrated services through a Graduate Certificate in Education (Early Childhood Leadership) with the University of South Australia.

- ***Initiatives to increase the number of early years Aboriginal teachers***

The DECS *Aboriginal recruitment guarantee* provides Aboriginal teacher education students (including early childhood education students) and qualified teachers with the opportunity for permanent employment within DECS schools and preschools.

Aboriginal teacher scholarships offer \$2,500 per annum (up to \$10,000) towards living and academic expenses and result in permanent employment in DECS schools. Sixteen of 29 undergraduates who hold these scholarships are studying an early childhood degree.

Nine DECS employees have received scholarships to study early childhood degrees at the NSW Macquarie University's Warawara Indigenous study program.

DECS successfully gained funding through the Department of Further Education, Employment, Science, and Technology (DFEEST) to fully fund studies in the Diploma of Children's Services. Twenty-one places for family day care (FDC) staff and 124 places for care providers were allocated.

Places have also been obtained from the Community Services and Health Industry Skills Council for 150 care providers to study the Certificate III in Children's Services.

- ***Family Day Care (FDC) Certificate III in Children's Services training***

FDC continued during 2010 to provide online training towards Certificate III in Children's Services. Six courses were run in 2010, with 103 trainees completing Certificate III. Thirty-two of these trainees also participated in the English as a second language course. Eleven additional trainees were supported to complete a small number of competencies in order to gain a statement of attainment and meet family day care entrance requirements. Twenty-one family day care providers completed the Diploma in Children's Services during 2010.

- ***Family day care provider training***

Family Day Care SA continued to provide training via online facilities to potential care providers wanting to attain Certificate III and Diploma in Children's Services qualifications.

In 2010, 94 participants completed the Certificate III course with a further 61 continuing their studies in 2011. Forty of these trainees also participated in the English as a Second Language course conducted by DECS in partnership with TafeSA and Family Day Care SA.

In 2010, the first 24 graduates completed the Diploma program.

- ***Children's centres professional development program***

During 2010, the professional development program for children's centres was organised around five key elements: children's centre model, planning and evaluation, leadership and integration, children's healthy development and learning, and family and community partnerships.

A particular highlight from the professional development program included the *Fatherhood engagement* project, an 18-month research project involving 11 cross-agency teams from rural and metropolitan centres that are exploring how to better engage and support fathers in their services.

The project commenced in July 2009. The final report and recommendations of the project was completed in December 2010.

- ***Scholarships for teachers***

Thirty-seven early childhood teachers from preschools and child parent centres were awarded scholarships to upgrade their qualifications through post-graduate studies in 2010 and 2011 in order to meet the qualification requirements of Universal Access. See page 14 for details.

DECS contracted the University of South Australia to design and deliver a post-graduate Bachelor of Early Childhood Education (in-service course) to build on the skills, knowledge and experience of teachers and provide an opportunity for further development. This course will allow three-year trained teachers to move to a four-year qualification and teachers who are not early childhood trained to achieve an early childhood qualification.

IMPROVING WORKFORCE DATA

In response to both national and departmental requirements for improved teacher workforce data, DECS undertook a number of key initiatives during 2010:

- Two workforce surveys relating to the career intentions of the 'over 45' permanent teacher workforce and the career intentions and readiness for work of the teachers on the Employable Teacher Register were conducted during 2009 and 2010. The results from the surveys will be used to support workforce planning initiatives being developed in 2011.
- A project to develop a labour market analysis of the South Australian teacher workforce was undertaken in partnership with the Australian Bureau of Statistics.
- Three online data collections were undertaken across DECS to provide updated information regarding

qualifications for teaching staff appointed within schools and preschools and ancillary staff (Aboriginal community education officers, school services officers, early childhood workers and weekly paid staff).

- Data was collected on the subjects teachers were able to teach and on functions that ancillary staff performed.

IMPLEMENTATION OF THE SOUTH AUSTRALIAN EDUCATION STAFF (GOVERNMENT PRESCHOOLS AND SCHOOLS) ARBITRATED ENTERPRISE BARGAINING AWARD 2010

In 2010 the Industrial Relations Commission of South Australia handed down a two-staged decision regarding conditions of employment for education staff. The key elements of the first decision in February 2010 include salary increases, the creation of new classifications and changes to classification structures including the Step 9 teacher, PCO9 principal, PCO5 deputy principal and PSD4 preschool director.

The key aspects of the second decision in June 2010 include prescription of workload protections such as face-to-face teaching time and class sizes, and a conversion to permanency process for temporary school services officers and early childhood workers. On 3 September 2010, the South Australian Education Staff (Government Preschools and Schools) Arbitrated Enterprise Bargaining Award 2010 commenced operation incorporating the outcomes of the decisions.

The provisions of the arbitrated award have enabled the implementation of a new student-centred funding model in the 2011 school year, which aims to enable greater flexibility for schools in the allocation of human resources.

An Enterprise Bargaining Implementation Taskforce was established to assist sites in implementing the provisions of the arbitrated award and the funding model. The taskforce spent Term 4 developing extensive support materials and delivering information sessions throughout South Australia. More than 90 information sessions were held involving some 2,000 participants across metropolitan and country regions.

The taskforce will focus its work in the 2011 school year on ensuring that sites have been able to implement the arbitrated award and funding model effectively and to review and improve the funding model for implementation in 2012.

IMPLEMENTATION OF THE PUBLIC SECTOR ACT 2009

The State Government's new Public Sector Bill 2008 was passed by Parliament on the 16 July 2009. The Bill was assented to on 23 July 2009. The *Public Sector Act 2009* (PS Act), together with the *Public Sector (Honesty and Accountability) Act*, were proclaimed on 1 February 2010 and replaced the previous *Public Sector Management Act 1995*.

A comprehensive review of the new PS Act and Public Sector Regulations 2010 (PS Regulations) was undertaken to identify changes and where revision of policy and practices was needed. The key areas of change related to:

- employment practices including the basis for temporary contract arrangements
- transfer of employees within the public sector and right of return
- code of ethics
- leave accrual and entitlements
- merit-based selection and exceptions
- unsatisfactory performance
- internal and external rights of review – selection processes, employment decisions and disciplinary decisions.

An extensive communication process was conducted to advise staff of the changes under the PS Act and PS Regulations and how the changes were likely to affect them. Information sessions were targeted to those staff employed under Part 7 of the PS Act and their managers. Forty-two sessions were held across the State, with 900 attendees.

During 2010, considerable work was undertaken within DECS to implement changes as a result of the PS Act and PS Regulations.

IMPLEMENTATION OF THE CODE OF ETHICS FOR PUBLIC SECTOR EMPLOYEES

The *Public Sector Act 2009* included revised ethical and conduct standards for public sector employees. In 2010, to support the *Public Sector Act*, the Commissioner for Public Sector Employment issued a new code of ethics for the South Australian public sector.

A comprehensive communication strategy to support the implementation of the code of ethics was developed by DECS. This included providing key information to all DECS employees and developing and distributing a range of resources to support the integration of the code into organisational and operational planning, induction, and professional development activities.

THE DECS 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 2010.

Employees appointed under the *Education Act* account for the largest number of employees in DECS, followed by those appointed under the *Children's Services Act*, *Public Sector Act*, South Australian Government Services Award, South Australian Government Transport Workers' Award and Government Stores Employees Interim Award.

As at the last pay day in June 2010, DECS had 25,674 employees, or 20,402.0 full-time equivalents (FTEs). The profile consists of employees employed under the *Education Act*, *Children's Services Act*, *Public Sector Management Act*, the South Australian Government Services Award, the South Australian Government Transport Workers' Award and Government Stores Employees Interim Award and includes hourly paid instructors, temporary relieving teachers, employees on extended paid leave or workers compensation, but excludes employees on leave without pay.

The average age of the workforce was 46 years, and 60% of the workforce were aged 45 years and over. Of the total workforce, 13,652 or 53% worked full time and 12,022 or 47% were part-time employees. Female employees made up 75% of employees, while 25% were male.

The following is a profile of employees arranged by the Act or Award they were employed under, as at the last pay day in June 2010.

Children's Services Act

There were 1,604 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 416 full-time and 1,188 part-time employees. Female employees made up 99%, while 1% were male.

Education Act (excluding school services officers and Aboriginal education workers)

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 who are reported elsewhere in this summary.

There were 16,350 employees employed under the *Education Act* (excluding school service officers and Aboriginal education workers), consisting of 10,823 full time and 5,527 part-time employees. Of the total *Education Act* workforce (excluding school service officers and Aboriginal education workers), 70% were female and 30% were male.

School Services Officers (Government Schools) Award

There were 5,511 employees employed under the School Services Officers Award, consisting of 1,186 full-time and 4,325 part-time employees. Female employees made up 88%, while 12% were male.

Aboriginal Education Workers (DECS) Award

There were 259 employees employed under the Aboriginal Education Workers Award, consisting of 74 full-time and 185 part-time employees. Female employees made up 81% of employees, while 19% were male.

Public Sector Act

The profile of *Public Sector Act* employees consists of administrative services officers, professional officers, technical services officers, operational services officers and employees classified at the executive level.

There were a total of 1,327 employees employed under the *Public Sector Act*, consisting of 1,005 full-time and 322 part-time employees.

Female employees made up 74%, while 26% were male.

South Australian Government Services Award, South Australian Government Transport Workers' Award and Government Stores Employees Interim Award

There were 623 employees employed under the South Australian Government Services Award, South Australian Government Transport Workers' Award and Government Stores Employees Interim Award, consisting of government services employees, bus drivers and storepersons.

Of the total government services employees, bus drivers and storepersons, there were 148 full-time and 475 part-time employees.

Female employees made up 16%, while 84% were male.

(Note: Part-time includes FTE less than 0.98)

PERFORMANCE PLANS

According to the latest data (June 2009 survey of central and regional office staff), 89% of employees had a current performance plan. At this stage, there has been no collection of performance management data from site-based line managers. The new Step 9 teacher classification that started on 1 October 2010 includes an online performance development plan. As of 31 January 2011, 6,485 plans were received. We are looking at extending this system to the broader education workforce and implementing a whole-of-workforce survey to monitor performance management practices.

EMPLOYEE NUMBERS, GENDER AND STATUS

Profile of persons, fraction of time (FTE) and gender as at the last pay day in June 2010 and excludes employees on leave without pay

| | | |
|---------|-----------|--------|
| Persons | 25 674 | |
| FTEs | 20 402.0 | |
| Gender | % Persons | % FTEs |
| Male | 25.1 | 27.2 |
| Female | 74.9 | 72.8 |

| | |
|---|-------|
| Number of persons separated from the agency during the 2009-10 financial year | 1 874 |
| Number of persons recruited to the agency during the 2009-10 financial year | 2 241 |
| Number of persons on leave without pay at 30 June 2010 | 1 055 |

Source: DECS VALEO system, DPC Workforce Information Collection 2010

NUMBER OF EMPLOYEES BY SALARY BRACKET AS AT THE LAST PAY DAY IN JUNE 2010

| Salary bracket | Male | Female | Total |
|----------------------|-------|--------|--------|
| \$0 - \$49,199 | 1 528 | 6 203 | 7 731 |
| \$49,200 - \$62,499 | 958 | 3 605 | 4 563 |
| \$62,500 - \$80,099 | 2 549 | 7 123 | 9 672 |
| \$80,100 - \$100,999 | 1 174 | 2 004 | 3 178 |
| \$101,000 plus | 226 | 304 | 530 |
| TOTAL | 6 435 | 19 239 | 25 674 |

Note: Excludes employees on leave without pay

Source: DECS VALEO system, DPC Workforce Information Collection 2010

WORKFORCE PROFILE BY GENDER AND LEGISLATIVE ACT OR AWARD AS AT LAST PAY DAY IN JUNE 2010

| Legislative Act or Award | Male | Female | Total | % employed by Act or Award |
|---|-------|--------|--------|----------------------------|
| Education Act | 5 547 | 16 573 | 22 120 | 86.2 |
| Public Sector Act | 343 | 984 | 1 327 | 5.2 |
| Children's Services Act | 21 | 1 583 | 1 604 | 6.2 |
| SA Government Services Award, Government Stores Employee Interim Award and South Australian Government Transport Workers' Award | 524 | 99 | 623 | 2.4 |
| TOTAL | 6 435 | 19 239 | 25 674 | 100.0 |

Note: Excludes employees on leave without pay

Source: DECS VALEO system, DPC Workforce Information Collection 2010

STATUS OF CURRENT APPOINTMENT (POSITION) HELD BY EMPLOYEE AS AT THE LAST PAY DAY IN JUNE 2010

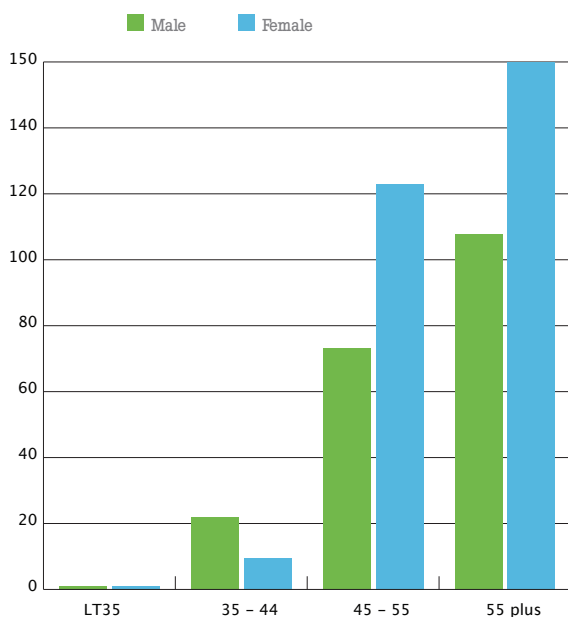
| Gender | Persons | | | | |
|--------|---------|---------------------|--------------------|-------|--------|
| | Ongoing | Short-term Contract | Long-term Contract | Other | Total |
| Male | 2 562 | 1 249 | 1 891 | 733 | 6 435 |
| Female | 7 869 | 5 290 | 4 260 | 1 820 | 19 239 |
| TOTAL | 10 431 | 6 539 | 6 151 | 2 553 | 25 674 |

| Gender | FTEs | | | | |
|--------|---------|---------------------|--------------------|-------|----------|
| | Ongoing | Short-term Contract | Long-term Contract | Other | Total |
| Male | 2 452.4 | 1 005.0 | 1 807.3 | 290.4 | 5 555.1 |
| Female | 6 811.8 | 3 537.4 | 3 869.5 | 628.3 | 14 846.9 |
| TOTAL | 9 264.1 | 4 542.3 | 5 676.8 | 918.7 | 20 402.0 |

Notes: The terms ongoing, contract and casual relate to the appointment that the employee is holding at a particular date in time and is not a reflection of whether an employee is permanent or temporary. Profile excludes employees on leave without pay.

Source: DECS VALEO system, DPC Workforce Information Collection 2010

ALL EXECUTIVES BY AGE AND GENDER AS AT THE LAST PAY DAY IN JUNE 2010



Note: Executives are defined as employees who receive a total salary equivalent to \$101,471 per annum or more (equating to EL1 minimum under the public service structure). 'Deputy Principals' at PCO4 classification level meet the 'Executive Salary Threshold', but are excluded as they are not considered part of the 'Executive' group. Excludes employees on leave without pay.

Source: DECS VALEO system, DPC Workforce Information Collection 2010

SICK LEAVE, FAMILY CARERS LEAVE AND MISCELLANEOUS SPECIAL LEAVE WITH PAY (FINANCIAL YEARS)

| Leave type | Financial year | | | | |
|--|----------------|---------|---------|---------|---------|
| | 2005-06 | 2006-07 | 2007-08 | 2008-09 | 2009-10 |
| Average number of sick leave days taken per full time equivalent employee | 5.7 | 5.6 | 5.9 | 5.9 | 5.8 |
| Average number of family carer leave days taken per full time equivalent | 0.1 | 0.2 | 0.3 | 0.4 | 0.4 |
| Average number of miscellaneous special leave with pay days taken per full time equivalent | 5.0* | 5.2* | 5.3* | 5.6* | 5.5* |

Notes: *Data is not comparable with 2004-05 financial year due to system changes in 2005. The sick leave days category does not include sick leave taken as part of family carer's leave. Family carer's leave taken as sick leave is reported in the family carers leave category. Miscellaneous special leave with pay excludes leave for sickness, industrial disputes, workers compensation, maternity leave, adoption leave and family carers leave. Excludes all employees whose status in current position is 'Casual'.

Includes employees who were active or on paid or unpaid leave, or separated
Source: DECS VALEO system, DPC Workforce Information Collection 2010

EMPLOYEES – AGE PROFILE AS AT THE LAST PAY DAY IN JUNE 2010

| Age bracket | Number of employees (persons) | | | % of DECS employees | % of South Australian Workforce* |
|-------------|-------------------------------|--------|--------|---------------------|----------------------------------|
| | Male | Female | Total | | |
| 15-19 | 22 | 48 | 70 | 0.3 | 6.1 |
| 20-24 | 243 | 729 | 972 | 3.8 | 10.7 |
| 25-29 | 481 | 1 436 | 1 917 | 7.5 | 10.5 |
| 30-34 | 456 | 1 369 | 1 825 | 7.1 | 9.4 |
| 35-39 | 527 | 1 922 | 2 449 | 9.5 | 11.2 |
| 40-44 | 557 | 2 379 | 2 936 | 11.4 | 11.0 |
| 45-49 | 616 | 2 707 | 3 323 | 12.9 | 12.1 |
| 50-54 | 1 080 | 3 510 | 4 590 | 17.9 | 10.9 |
| 55-59 | 1 513 | 3 216 | 4 729 | 18.4 | 9.2 |
| 60-64 | 726 | 1 508 | 2 234 | 8.7 | 6.0 |
| 65+ | 214 | 415 | 629 | 2.5 | 2.9 |
| TOTAL | 6 435 | 19 239 | 25 674 | 100.0 | 100.0 |

Notes: *Australian Bureau of Statistics Australian Demographic Statistics, 6291.0.55.001 Labour Force Status (ST LM8) by sex, age, state, marital status - employed - total from FEB78 Supertable, South Australia at May 2010.

Excludes employees on leave without pay.

Source: DECS VALEO system, DPC Workforce Information Collection 2010

ALL EXECUTIVES BY STATUS IN CURRENT POSITION, GENDER AND CLASSIFICATION AS AT LAST PAY DAY IN JUNE 2010

| Gender | Ongoing | | Contract tenured | | Contract untenured | | Total | | | | |
|-------------------------------------|----------|----------|------------------|------------|--------------------|-----------|------------|--------------|------------|--------------|------------|
| | Male | Female | Male | Female | Male | Female | Male | % | Female | % | Total |
| Public Sector Act | | | | | | | | | | | |
| Executive Level F | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0.2% | 0 | 0.0% | 1 |
| Executive Level C | 0 | 0 | 1 | 0 | 0 | 0 | 1 | 0.2% | 0 | 0.0% | 1 |
| Executive Level B | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0.0% | 1 | 0.2% | 1 |
| SA Executive Service Level 1 | 0 | 0 | 0 | 0 | 11 | 14 | 11 | 2.2% | 14 | 2.8% | 25 |
| SA Executive Service Level 2 | 0 | 0 | 0 | 0 | 3 | 4 | 3 | 0.6% | 4 | 0.8% | 7 |
| Sub-Total | 0 | 0 | 1 | 1 | 15 | 18 | 16 | 3.2% | 19 | 3.8% | 35 |
| Education Act | | | | | | | | | | | |
| Principal PCO9 | 0 | 0 | 1 | 6 | 1 | 0 | 2 | 0.4% | 6 | 1.2% | 8 |
| Principal PCO8 | 0 | 0 | 13 | 12 | 1 | 0 | 14 | 2.8% | 12 | 2.4% | 26 |
| Principal PCO7 | 0 | 0 | 12 | 17 | 0 | 0 | 12 | 2.4% | 17 | 3.4% | 29 |
| Principal PCO6 | 0 | 0 | 21 | 12 | 1 | 0 | 22 | 4.4% | 12 | 2.4% | 34 |
| Principal PCO5 | 0 | 0 | 45 | 55 | 1 | 1 | 46 | 9.2% | 56 | 11.2% | 102 |
| Principal PCO4 | 2 | 0 | 40 | 64 | 1 | 3 | 43 | 8.6% | 67 | 13.5% | 110 |
| Superintendent | 0 | 0 | 3 | 3 | 0 | 0 | 3 | 0.6% | 3 | 0.6% | 6 |
| Curriculum Superintendent | 0 | 0 | 1 | 3 | 0 | 0 | 1 | 0.2% | 3 | 0.6% | 4 |
| Regional Director | 0 | 0 | 8 | 5 | 0 | 0 | 8 | 1.6% | 5 | 1.0% | 13 |
| Assistant Regional Director | 0 | 0 | 8 | 8 | 1 | 0 | 9 | 1.8% | 8 | 1.6% | 17 |
| District Improvement Coordinator | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0.0% | 1 | 0.2% | 1 |
| Manager Regional Services | 0 | 0 | 5 | 16 | 0 | 1 | 5 | 1.0% | 17 | 3.4% | 22 |
| Education Act negotiated conditions | 1 | 0 | 29 | 52 | 2 | 7 | 32 | 6.4% | 59 | 11.8% | 91 |
| Sub-Total | 3 | 0 | 186 | 254 | 8 | 12 | 197 | 39.6% | 266 | 53.4% | 463 |
| GRAND TOTAL | 3 | 0 | 187 | 255 | 23 | 30 | 213 | 42.8% | 285 | 57.2% | 498 |

Notes: The terms 'ongoing' and 'contract' 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.

Note: Executives are defined as employees who receive a total salary equivalent to \$101,471 per annum or more (equating to EL1 minimum under the public service structure). 'Deputy Principals' at PCO4 classification level meet the 'Executive Salary Threshold', but are excluded as they are not considered part of the 'Executive' group. Excludes employees on leave without pay.

Source: DECS VALEO system, DPC Workforce Information Collection 2010

NUMBER OF ABORIGINAL EMPLOYEES AS AT THE LAST PAY DAY IN JUNE 2010

| Salary bracket | Aboriginal employees | Total employees | Percentage Aboriginal | % Strategic benchmark* |
|----------------------|----------------------|-----------------|-----------------------|------------------------|
| \$0 - \$49,199 | 275 | 7 731 | 3.6 | 2.0 |
| \$49,200 - \$62,499 | 144 | 4 563 | 3.2 | 2.0 |
| \$62,500 - \$80,099 | 76 | 9 672 | 0.8 | 2.0 |
| \$80,100 - \$100,999 | 40 | 3 178 | 1.3 | 2.0 |
| \$101,000 plus | 8 | 530 | 1.5 | 2.0 |
| TOTAL | 543 | 25 674 | 2.1 | 2.0 |

Notes: *Benchmark from State Strategic Plan. For the first time in 2007 Aboriginal employees (Ancillary paid by the school) have been included. Therefore data is not comparable prior to 2007. Excludes employees on leave without pay.

Source: DECS VALEO system, DPC Workforce Information Collection 2010

CULTURAL AND LINGUISTIC DIVERSITY OF THE WORKFORCE AS AT THE LAST PAY DAY IN JUNE 2010

| | Male | Female | Total | % of Agency | % SA Community |
|--|------|--------|-------|-------------|----------------|
| Number of employees born overseas** | 270 | 830 | 1100 | 4.3 | 20.3 |
| Number of employees who speak language(s) other than English at home** | 5 | 12 | 17 | 0.1 | 16.6 |

Notes: * Benchmarks from ABS Publication Basic Community Profile (SA) Cat No. 2001.0, 2006 census.

Data have been generated from 2003 OCPE survey and has not been updated since this time. Hence figures will decrease from year to year.

** number of employees who have reported this information

Source: DECS VALEO system, DPC Workforce Information Collection 2010

TOTAL NUMBER OF EMPLOYEES WITH DISABILITIES AS AT LAST PAY DAY IN JUNE 2010

| Male ** | Female** | Total** | % of DECS |
|---------|----------|---------|-----------|
| 118 | 226 | 344 | 1.3% |

Note: According to Commonwealth DDA definition

TYPES OF DISABILITY (WHERE SPECIFIED) AS AT LAST PAY DAY IN JUNE 2010

| Disability | Male | Female | Total | % of DECS |
|---|------|--------|-------|-----------|
| Disability requiring workplace adaptation** | 110 | 195 | 305 | 1.2 |
| Physical** | 37 | 81 | 118 | 0.5 |
| Intellectual** | 2 | 7 | 9 | 0.0 |
| Sensory** | 1 | 2 | 3 | 0.0 |
| Psychological/ Psychiatric** | 79 | 138 | 217 | 0.8 |

** number of employees who have reported this information

Source: DECS VALEO system, DPC Workforce Information Collection 2010

VOLUNTARY FLEXIBLE WORKING ARRANGEMENTS AT DECS

DECS does not have any electronic systems to collect information on participation in voluntary flexible working arrangements. Options are being identified for collecting this information.

OCCUPATIONAL HEALTH, SAFETY AND INJURY MANAGEMENT

South Australia's Strategic Plan sets the safety and welfare agenda for all government agencies. The Department of Education and Children's Services (DECS) is committed to achieving South Australia's Strategic Plan Objective 2, T2.11 *Greater Safety at Work*. A key expectation is that all sites have incorporated DECS occupational health, safety, welfare and injury management (OHSW&IM) policies and procedures into local processes and practices. The objective is the attainment of a safety-conscious culture that evaluates immediate and long-term risks and consults with employees before initiating major changes.

The DECS *Safety plan 2007–2010* incorporates the Government's *Safety in the public sector 2007–2010* objectives and targets.

Sustainable commitment

The *Chief executive's commitment statement 2007–2010* articulates DECS' commitment to the zero harm vision and 100% return to work. The OHSW&IM policy and supporting DECS Safety plan 2007/2010 incorporate the requirements of the Government's safety strategy and the DECS commitment to workplace safety and injury management.

Financial accountability

DECS has a wide range of organisational policies, procedures and programs that define responsibilities and accountabilities for workplace safety and injury management. These responsibilities and accountabilities provide clarity for both leadership and employees and help drive the creation of an effective safety culture for DECS.

Integrated risk management

DECS OHSW&IM policies and procedures are based on legislative compliance and risk management principles with clear objectives, targets and performance indicators. Local and organisational risks are integrated into relevant risk management plans with emerging risks assessed and

managed accordingly. Continuous improvement to safety performance and culture is achieved through identification and management of risks to health, safety and welfare.

Rigorous evaluation

DECS safety and injury management systems are evaluated and monitored through regular reporting including statistical and audit reports. The internal DECS OHSW&IM audit program evaluates the effectiveness of our systems at the local level through site and program reviews. This information is utilised to identify trends and risks and allows for the development of strategies to improve performance at the local as well as organisational level.

Consultation

We have a three-tiered consultative structure comprising of a State OHSW&IM committee, regional OHSW&IM committees and local worksite committees. These committees provide a forum for employees and management to work cooperatively to resolve health and safety issues, and to assist in the provision of a safe and healthy work environment.

Performance and achievements

In accordance with the objectives of South Australia's Strategic Plan Target 2.11 (*Greater Safety at Work*) and the Government's *Safety in the public sector 2005–2010* strategy, DECS' performance in safety and injury management has continued to be positive, with considerable reduction in the numbers of new psychological claims.

DECS results against the *Safety in the public sector 2005–2010* strategy performance targets include a 27% decrease in the number of new claims. The new claims frequency rate declined by 27% and the lost-time injury frequency rate fell by 13%. The number of new psychological claims fell significantly by 34%. The total expenditure on all claims in 2009–10 was \$20.7m, an increase of 1.7% from 2008–09 but below the current inflation rate of about 3%. The percentage of claims with return to work within five business days decreased by 3% and the early assessment rate decreased by 13%.

DECS' outstanding workers compensation liability as at June 2010 was estimated at \$90.6m, a reduction of over \$6m from the previous financial year.

Improvement strategies during 2010 have included the following:

- Best practice injury management principles and practices are integrated into departmental policies and procedures at a site and corporate level.
- A new *Employee assistance* program provides increased services including free and confidential counselling services to employees and their families.
- Improved and enhanced electronic systems support early hazard and injury reporting and intervention.
- Improved information and data analysis processes enable performance monitoring and evaluation to be integrated into organisational policies.

SAFETY IN THE PUBLIC SECTOR STRATEGY PERFORMANCE FOR DECS

| | Base 2005-06 | Performance 12m to end of June 10 | | Final target |
|--|-----------------|---|--------------|--------------------------------|
| | Numbers or % | Actual | Variation | Numbers or % |
| 1. Workplace fatalities | 0 | 0 | 0 | 0 |
| 2. New workplace injury claims | 1,094 | 804 | -71 | 8 875 |
| 3. New workplace injury claims frequency rate | 32.98 | 24.05 | -2.34 | 26.38 |
| 4. Lost-time injury frequency rate ** | 14.17 | 12.26 | 0.93 | 11.34 |
| 5. New psychological injury claims | 208 | 137 | -32 | 169 |
| 6. Rehabilitation and return to work | | | | |
| 6a. Early assessment within 2 days | 33.27% | 20.20% | -59.80% | 80% or more |
| 6b. Early intervention within 5 days | 86.09% | 96.02% | 16.02% | 80% or more |
| 6c. RTW within 5 business days | 75.25% | 69.45% | -5.55% | 75% or more |
| 7. Claim determination: | | | | |
| 7a. Claims determined in 10 business days | 65.27% | 57.01% | -17.99% | 75% or more |
| 7b. Claims still to be determined after 3 months | 9.96% | 21.23% | 18.23% | 3% or less |
| 8. Income maintenance payments for recent injuries | | | | |
| 2008-09 injuries (at 24 months development) | | \$3,152,575 | -\$1,137,061 | Below previous 2 years average |
| 2009-10 injuries (at 12 months development) | | \$1,944,167 | \$606,420 | Below previous 2 years average |

* Except for target 8 (which is YTD), targets 5, 6c, 7a and 7b are measured up to the previous quarter to allow for reporting lag.

** Lost-time injury frequency rate for new lost-time injury/disease for each one million hours worked. This frequency rate is calculated for benchmarking and is used by WorkCoverSA. Lost-time injury frequency rate (new claims) is the number of new cases of lost-time injury/disease for year x 1 000 000 number of hours worked in the year.

Data source: SIMS database

OHS NOTICES AND CORRECTIVE ACTION TAKEN

| | |
|--|----|
| Number of notifiable occurrences pursuant to OHS&W Regulations Division 6.6* | 18 |
| Number of notifiable injuries pursuant to OHS&W Regulations Division 6.6* | 54 |
| Number of notices served pursuant to OHS&W Act s35, s39 and s40 (default, improvement and prohibition notices) | 11 |

Data source: DECS IRMS

Appropriate corrective action occurred. No further action required by DECS on these notices.

DECS WORKERS COMPENSATION EXPENDITURE

| EXPENDITURE | 2008-09 | 2009-10 | Variation | % of DECS |
|--|---------------------|---------------------|--------------------|-------------|
| Income maintenance | \$10,424,294 | \$ 9,087,929 | \$ 1,336,365 | -12.8% |
| Lump sum settlements Sect.42 * | \$3,904,080 | \$ 4,891,502 | -\$ 987,421 | 25.3% |
| Lump sum settlements Permanent disability – Sect. 43 * | \$1,863,322 | \$ 1,563,852 | \$ 299,470 | -16.1% |
| Medical/hospital costs combined | \$3,375,462 | \$ 4,232,158 | -\$ 856,696 | 25.4% |
| Other | \$770,977 | \$ 909,110 | -\$ 138,133 | 17.9% |
| Total claims expenditure | \$20,338,135 | \$20,684,550 | -\$ 346,415 | 1.7% |

Data source: SIMS database

* As part of the State Government targeted voluntary separation packages (TVSP) there was an impact on lump sum payments and a reduction of future liability payments.

OVERSEAS TRAVEL 2010

| Reasons for travel | Destinations | Number of employees | Total cost to DECS |
|--|--|---------------------|-----------------------|
| Business development/marketing | China, Hong Kong, Macau, South Korea, Japan, Vietnam, Thailand | 13 | \$162,705.43 |
| Professional development | Burma, Canada, China, United Kingdom, Hong Kong, India, Belgium, France, Nepal, Italy, Japan, South Korea, Tonga, Samoa, Singapore, South Africa, Thailand, U.S.A, Vietnam | 91 | \$502,529.65 |
| Professional development (International Baccalaureate) | China, Hong Kong, Singapore, Thailand | 6 | \$20,031.14 |
| Professional development (Teacher exchanges) | Canada, New Zealand, Denmark, Switzerland, United Kingdom, U.S.A | 10 | \$805,227.00 |
| Student excursions | China, Switzerland, Italy, Austria, Japan, France, South Korea, Scotland, Singapore, United Kingdom, Belgium, Spain, U.S.A | 68 | \$507,218.76 |
| Conduct of official DECS business | Norway, Spain, United Kingdom, U.S.A | 3 | \$18,941.87 |
| Total | | 191 | \$2,016,653.85 |

Data source: DECS records from prudential management and internal audit and the standards and investigations in Early Childhood.

FRAUD REPORT 2010

| Number involved | Nature of audit inquiry | Administrative disciplinary measures | Referred to other agencies/units | Resulted in prosecution? | Recovery |
|-----------------|---|--|------------------------------------|--------------------------|-----------------------|
| 3 | Potential misuse of funds | Case 1: No case to answer | No | No | N/A |
| | | Case 2: Case closed, referred to Regional Director for performance management | Regional Office | No | N/A |
| | | Case 3: Case closed, referred to Regional Director for performance management | Regional Office | No | N/A |
| 1 | Theft | Case 1: Potential theft, case closed | SAPOL | No | No |
| | | Case 2: No case to answer | No | No | N/A |
| 2 | Potential fraudulent claim of childcare benefit | Case 1: Case closed | | No | Amounts recovered |
| | | Case 2: Case closed, disciplinary measures undertaken | | No | No |
| 3 | Potential misappropriation of funds | Case 1: No case to answer | Special Investigations Unit | No | N/A |
| | | Case 2: Case closed | SAPOL and Site Financial Resources | No | Full amount recovered |
| | | Case 3: Case closed | Special Investigations Unit | No | N/A |

Data source: Prudential Management and Internal Audit and the Standards and Investigations in Early Childhood

ACCOUNTS PAYABLE PERFORMANCE

| Particulars | Number of accounts paid | % of accounts paid (by number) | Value in \$A of accounts paid | % of accounts paid (by value) |
|---|-------------------------|--------------------------------|-------------------------------|-------------------------------|
| Paid by due date* | 83 909 | 69.27% | 2 134 418 065 | 91.12% |
| Paid late but paid within 30 days of the due date | 27 468 | 22.67% | 161 492 862 | 6.89% |
| Paid more than 30 days from the due date | 9 763 | 8.06% | 46 673 083 | 1.99% |

*The due date is defined as per section 11.7 of Treasurer's Instruction 11 Payment of Creditors' Accounts. Generally, unless there is a discount or a written agreement between the public authority and the creditor, payment should be within thirty days of the date of the invoice or claim.

Source: Corporate Services, DECS

CONTRACTUAL AGREEMENTS (OVER \$4 MILLION)

| Contract | Purpose of contract | Total |
|----------|--|--|
| Data#3 | Data#3 is DECS Microsoft accredited Large Account Reseller (LAR) and delivers Microsoft Licences and licensing management services to DECS | \$9.84 million (over 3 years from 1/7/09 to 30/6/12) |

Source: Procurement Unit, DECS

CONSULTANCIES UNDERTAKEN BY DECS

| Financial year | No of Consultancy Contracts Entered | Value of consultancy contracts entered (GST exclusive) | Number of consultants paid | 2009-10 consultancy expenditure |
|----------------|-------------------------------------|--|----------------------------|---------------------------------|
| 2009-10 | 1 | \$120 418.18 | 3 | \$403 394.53 |

Source: Accounting and Financial Management, DECS

Consultant: Aurecon Australia P/L (previously called Connell Wagner P/L). Contract entered into 2006-07. The 2009-10 expenditure is \$308,738.53.

Service: Advice and assistance in establishing a service infrastructure

Consultant: PKF Accounting (SA) P/L. Contract entered into 2008-09. The 2009-10 expenditure is \$13,856.00.

Service: Further Investigation into the devolution of operational asset management to sites and the development of a best value solution within an acceptable risk management framework.

Consultant: Adelaide Research and Innovation P/L. Contract entered into 2009-10. The 2009-10 expenditure is \$80,800.00.

Service: Provision of surveys to gather information about DECS current and potential workforce.

■ DISABILITY ACTION PLAN 2010

The DECS *Disability action plan* represents the department's commitment to ensuring that those with disability are not treated less favourably than those without a disability.

The plan was developed within the context of Australian and State Government legislation and State Government priorities and objectives to ensure DECS complies with the Australian

Government's *Disability Discrimination Act 1992* and *Disability Discrimination and Other Human Rights Legislation Amendment Act 2009* and *Standards 2005* and the *South Australian Government Equal Opportunity Act 1984* and *2009*.

The State Government strategy, *Promoting Independence: Disability action plans for South Australia* assists DECS to meet these legislative requirements. In the 2009-10 report, DECS showed improved outcomes across all target areas.

The Director, Disability Services has responsibility for the monitoring and review of the Disability action plan.

The principles of the plan are reflected in other documents, including:

- DECS *Statement of Directions 2005–2010*
- *Students with disabilities* policy 2006
- *Supporting and managing children's behaviour: An early childhood resource*, 2004
- South Australian Curriculum, Standards and Accountability framework, 2001
- *A flying start: The early years strategy*, 1999
- *Managing diversity*, 1999
- *Including children with disabilities and/or developmental delay in preschools*, 1999
- *Merit selection policy and procedures: school sector*, 1997.

In late 2007, DECS launched *On the same basis: Implementing the Disability Discrimination Act education standards*, which provides guidelines for preschools and schools on the implementation of the education standards which flow from the *Disability Discrimination Act 1992*. It is a supporting document for the Disability action plan, and includes an action plan for preschools and schools which has been made available to all DECS staff.

Strategies within the DECS *Disability action plan* for 2010 are grouped under two strategic objectives:

Strategic objectives: Maximising
Potential, Future Opportunity

OUTCOMES

1. Strengthened provision of special options for learners with disabilities

In August 2009, the chief executive convened a Special Education Taskforce to develop a 10-year vision for improving the education of children and students with disabilities in government preschools and schools. The taskforce looked at current data, trends and the impact of continuing growth in the overall numbers of children and students with disability in preschools and schools. Recommendations from the report are now being considered. A desktop audit of the location of special classes, disability units and special schools was conducted in 2010 to inform decision making.

In response to the growth in the numbers of students with disabilities in government schools, the State Government announced a commitment to six new disability units, two of them specific to Autism. Four new units will be located at Blakeview and Mt Barker primary schools and Craigmore and Wirreanda high schools. The two Autism-specific units will be located at Blackwood School and The Heights School at Modbury. A second special class was opened at Gawler High School in 2010 to cater for the needs of secondary students with disability in that region.

Funding support provided for deaf students who access curriculum through Auslan (Australian Sign Language) includes preschool children. During 2010, 68 children and students were provided with additional support to ensure curriculum access through Auslan.

To ensure that all families with newborns diagnosed with impaired hearing are provided with counselling and support, DECS worked with SA Health to develop operational protocols. The outcome is that the involved families are engaged with an early intervention service provider to ensure there are minimal delays to the development of language and cognition prior to school engagement. As part of the *Newborn screening* program, a total of 100 newborns and young children were referred to the DECS psychologist, Educational Services by SA Health during 2010.

The Early Intervention Service: Hearing Impairment provides a home-based service to extended families of infants diagnosed with hearing impairment from time of diagnosis with hearing impairment to school entry. The service supported 90 children and families in 2010.

Conductive Education provides an educational approach for children and students with physical and multiple disabilities. Enrolments in the early intervention and school-based conductive education programs continued to increase. In Terms 3 & 4, 2010 an additional conductor was employed to enable all children on the early intervention waiting list to be included in the program. DECS will maintain additional services in Conductive Education during 2011.

The Learning Difficulties (LD) Support Team provides support to schools and families for children and students with learning difficulties from preschool to Year 12. This support includes training and advice about the needs of children and students with learning difficulties such as dyslexia, leading to the implementation of inclusive methodology and curriculum differentiation. This training complements the work of the Literacy Secretariat, Innovative Community Action Networks (ICAN) programs and the Birth to Year 12 curriculum framework.

A total of \$8,863 million was allocated to schools in 2010 in learning difficulties grants, \$4.56 million of which was the *Borderline cognitive learning difficulties* component.

The DECS Special Needs Education Helpline (FREECALL 1800 222 696) responded to more than 420 enquiries from families of children and students with disabilities in 2010.

2. Improved inclusion and participation

During 2010 the Swimming and Aquatics Unit provided additional support to 2,812 students with disabilities to enable participation in a swimming/aquatics program, each of whom can access up to 7.5 hours of instruction a term to a maximum of 30 hours annually if they meet the eligibility criteria.

Students not meeting the eligibility criteria for the *Students with disability extended water safety* program may be able to access additional support within the mainstream program, once assessed by an instructor in charge or school principal. In addition 100 more instructors received training to support their work with students with additional needs in 2010.

In collaboration with Early Childhood Services, the Special Education Resource Unit (SERU) held 'family mornings' for families of children with disability during Terms 1, 2 and 3, 2010. An evaluation of the program will be used to determine the 2011 format.

In collaboration with Novita, SERU provides specialised equipment required by students with physical impairment to enable them to access the curriculum. This includes portable ramps, steps, hoists, electronic change tables, low vision aids and specialist seating. SERU monitors the access to suitable equipment and responds in a timely manner to emerging student needs.

To improve the curriculum access and communication interaction for deaf preschool children for whom Auslan (Australian Sign Language) is their first language, training programs in Auslan were provided for families, early childhood educators and preschool support personnel.

In association with TAFE SA, a demanding and popular course in the Linguistics of Auslan was introduced for both deaf and hearing staff.

In supporting students with moderate hearing impairment, 45 classroom amplification devices ('soundfields') were provided for trialling to assist sites to determine if a room's acoustics are suitable for amplification prior to installation of a system. Soundfields overcome the problems of background noise and distance from the teacher by amplifying the teacher's voice by about 4-8 decibels through speakers around the room.

The Early Intervention Service, *Hearing impairment* project provided another 20 systems to support children with impaired hearing for the duration of their preschool enrolment. Preschools and schools were supported with trials, installation and staff training.

Targeted funding amounting to \$949,829 for students with challenging behaviours was allocated to support 121 students with disabilities in mainstream and special options schools across South Australia in 2011.

Transport to preschools and schools by taxi or bus was provided on a daily basis, for 1,610 children and students with additional needs, who accessed DECS special options in 2010. This service involved coordination of 400 separate school runs to 159 DECS special options. Another 628 families with children with special needs received car reimbursement assistance and a further 80 students received public bus transport grants.

The current eligibility criteria and guidelines for the transport assistance program are being reviewed. In 2011 a risk assessment process will be trialled in two regions around student safety in DECS-contracted vehicles.

Disability Services has been working with the Social Inclusion Unit to implement the *Choices and connections: The better pathways services approach for young people with disabilities* in the Port Augusta, Port Adelaide/Enfield and Playford Council areas in 2010. There are currently 16 DECS secondary schools and special schools involved in this initiative.

All students in Year 9 in these schools have been screened for being at risk of not making a successful transition from school to post-school options. Using the START tool, devised by the University of Adelaide, students identified as being at risk are then referred to an interagency team in each DECS region, where a 'wraparound' service approach involving DECS Regional Support Services, Disability Services, Families SA, Child and Adolescent Mental Health Services (CAMHS), Social Inclusion Unit, *Better Pathways leaders and school* personnel is implemented.

Students assessed as being at high risk are referred to the *Better pathways worker* program and are supported by a Better Pathways worker from Year 9 to one year post-school to enable them to overcome barriers to successful transition to work, further education or day options. There are currently 500 places across the three council areas in the program.

3. A cohesive health, education and family support approach for Aboriginal children with additional needs

DECS has worked with Flinders University in implementing a cross-agency program to identify and support Aboriginal students with otitis media. Otitis media is an infection within the middle ear that impacts upon hearing accompanied by an accumulation of fluid, pain, and if pressure from the accumulating fluid perforates the eardrum there can be drainage of pus into the ear canal.

While most children have short periods of otitis media before school age, often undiagnosed, in many indigenous populations it presents differently:

- There is an earlier and more rapid onset
- The infection lasts longer
- The infection can last into adult life.

In 2010, 380 Aboriginal primary school students in the metropolitan area underwent a hearing assessment conducted in schools. Twenty per cent of the children had impaired hearing, and following identification, support service staff provided

training and resources for the teacher and family. In addition to training on inclusive methodology, schools were supported with improved acoustics and classroom amplification equipment.

DECS continues participation in the three year whole-of-population evaluation of hearing and ear health of children in the Anangu Pitjantjatjara Yankunytjatjara Lands (APY Lands).

During 2010, 600 children and students were assessed and 74% had impaired hearing (the norm is 4%), with 32% having perforated eardrums (the norm is 1-2%).

As part of the *DECS Aboriginal Strategy*, preschools and schools with significant Aboriginal enrolments were supported with the purchase of 'soundfield' systems. Soundfields benefit all students, and especially those with a mild/moderate hearing loss, specific auditory and other special needs.

4. Policies and standards for building facilities for learners with additional needs

The implementation of policies and standards for building facilities for learners with additional needs is reflected in a number of projects undertaken through *Education works* DECS in 2010.

Regency Park School became Adelaide West Special Education Centre in November 2010. The Adelaide West Special Education Centre is a Reception to Year 13 specialist public school for students with physical and associated disabilities. This state-of-the-art facility has been purpose built for this cohort of students and their specific requirements. Extensive outdoor areas, an independent living unit, gym, two sensory rooms and high quality technology are all features of the new school. The building is eco-friendly, incorporating energy and water saving systems.

The relocation of the following schools was announced by the Government in December 2010:

- Ashford Special School, to William Light R-12 School
- Kensington Centre to Charles Campbell Secondary School
- Elizabeth Special School to Mark Oliphant College
- Port Augusta Special School to Flinders View Primary School

- Riverland Special School to Glossop Senior Campus
- Whyalla Special School to Nicholson Avenue Primary School

These purpose-built facilities will provide places for more than 450 students with disabilities.

5. Improved curriculum access for children and students with Autism

In ongoing collaboration with the Catholic Education and Independent sectors and under the guidance of the Australian Autism Education Training Consortium, DECS continues to support the implementation of *Positive partnerships: Supporting school aged students on the Autism spectrum*.

To date *Positive partnerships* workshops have been held in metropolitan and country areas targeting 42 DECS country and metropolitan schools and all 12 regional support services. One hundred and eighteen DECS participants completed the four-day face-to-face training and associated online training.

6. Disability awareness and discrimination training for staff

In 2010, DECS purchased the Department of Primary Industries and Resources (PIRSA) online disability awareness training package. The package consists of an Introduction to disability awareness and communication, four-module course with a multiple-choice quiz at the end of each section and a further one-module online training course on *Disability awareness and communication for managers and supervisors*. DECS is currently reviewing the package for suitability for use as an induction tool for new employees and leadership.

A week-long SERU 'Techfest' showcasing the latest IT tools that teachers can use to support students with disability was held during the summer holidays of 2009 and 2010 by the Special Education Resource Unit. These were highly successful events with a further 'Techfest' planned for 2011.

The implementation of the Stage 1, South Australian Certificate of Education (SACE) in 2010, involved training and online forums for teachers in the implementation and assessment of SACE modified subjects. Training was provided by the SACE Board.

Modified subjects are designed to allow students with identified intellectual disabilities to demonstrate their learning in a range of challenging and achievable learning experiences. Modified subjects are available at Stage 2 from 2011 onwards. Modified subjects available at Stage 1 and 2 are:

- Business and Enterprise: Modified
- Creative Arts: Modified
- Cross-disciplinary Studies: Modified
- English Pathways: Modified
- Health: Modified
- Language and Culture: Modified
- Mathematics Pathways: Modified
- Personal Learning Plan: Modified
- Research Project: Modified
- Scientific Studies: Modified
- Society and Culture: Modified

Students can apply for special provisions in SACE if they have an illness or impairment that affects their ability to participate in an assessment task. Students with a physical disability, vision or hearing impairment, medical condition, psychological illness or learning disability may apply for special provisions. Schools make decisions about eligibility for special provisions in SACE for school-assessed tasks in Stage 1 or Stage 2. For external assessments at Stage 2, the SACE Board determines eligibility for special provisions.

The Special Education Expo was held at the Education Development Centre and provided training for approximately 700 people. The expo was held over four days with workshop presenters from a range of settings with interstate, regional, school, preschool and central office staff representation. A number of workshop presentations were recorded to enable participants to access them after the expo through the Special Education Resource Unit website <http://seru.sa.edu.au>

The Inclusive education: Teaching students with learning difficulties and disabilities in mainstream classrooms training course provides the knowledge and skills to develop inclusive

methodologies for children and students with learning difficulties and disabilities. This rigorous nine-module course was provided in five locations during 2010 and undertaken by 76 staff.

Using the train-the-trainer model, another five-day tutor training course was provided in 2010 so that DECS now has 22 trained tutors. The course is being marketed across Australia and overseas.

7. Participation and achievement data for students with disabilities

The statewide database covering students with disabilities has become available online to regional offices. Each school was again provided with a report from this database in preparation for a census in each term during 2010.

Students with disabilities were included in the NAPLAN and resources provided for staff supporting students with disabilities and learning difficulties. Special provisions and exemptions for eligible students were provided to students undertaking the NAPLAN test.

The educational support matrix developed by Disability Services has undergone a 12-month trial during 2010 by Regional Support Services. This profiling tool summarises the supports, interventions and programs and services which are in place for students with disabilities.

Disability Services worked with SACE representatives to clarify student eligibility and the wording of the SACE Modified certificate. More than 600 students were made eligible for modified SACE in 2010.

In 2010, 100 staff participated in the competency based Certificate III in Government-Disability Stream. Twenty-five participants completed the course, with a further group expected to graduate in April 2011.

The Graduate Certificate in Disability Studies: Transition of Young People with Disabilities from School to Adult Life was successfully completed by 10 DECS officers through Flinders University in 2010.

Seventeen DECS officers have undertaken study towards a Masters in Special Education (Hearing Impairment) in 2010.

8. Participation and achievement data for staff with disabilities

DECS continues to review its human resources policies, practices and strategies to meet South Australia's Strategic Plan Target 6.22 (*To double the number of people with disabilities employed in the public sector by 2014*).

DECS now collects data about disability from new employees. As at 30 June 2010, 344 employees or 1.3% of DECS staff reported having disabilities. Of these 344 employees with disabilities, 305 required workplace adaptations.

In 2010, DECS Human Resources and Workforce Development purchased the Department of Primary Industries and Resources' interactive online disability awareness training package, for use initially in the DECS central office as an induction tool for new employees and leadership. Disability Services is currently working with Human Resources and Workforce Development to ensure it meets the needs of DECS.

ENERGY USE AND SUSTAINABILITY

DECS is actively involved in a number of energy reduction strategies to assist in meeting the whole-of-government energy efficiency target (T3.13 of South Australia's Strategic Plan) to reduce energy usage.

The SA *Solar schools* program completed in December 2008 supplied 111 DECS sites with 2kW solar panels. In July 2008 the *National solar schools* program (NSSP) was launched enabling schools to apply for up to \$50,000 in funding for solar power systems, electricity efficiency installations and rainwater tanks.

Since 2000-01 annual funding of \$1m has been allocated to the *Green school grants* program. During this time total funding of \$11,392,333 has been allocated to 1,746 environmental projects in 902 DECS schools and preschools, with many schools receiving multiple grants.

Since the inception of the program a wide variety of projects have been supported, including projects focused on water conservation, energy efficiency and waste management.

Key initiatives implemented by DECS during 2009-10 included:

Green school grants

In 2009-10 *Green school grant* funding was allocated to assist schools to improve their energy and water efficiency. Water efficiency grants were provided to 93 schools to implement measures to improve internal water efficiency in line with internal water efficiency audits undertaken by SA Water.

Sixteen schools with high electricity use were funded to install an energy demand management system, a load shedding system which will reduce each school's electricity network charges.

Further funding was provided to six schools for irrigation audits and implementing recommended actions to assist the uptake and management of IPOS (Irrigate Public Open Space) permit arrangements. Funding was also provided to support Adelaide High School to connect to its local community reclaimed water system.

The *Green school grants* program concluded in July 2010.

Energy management guide

DECS Environmental Resources has summarised recommendations from energy audits conducted in schools from 2006-07 and 2007-08 and included them in an energy efficiency management guide for DECS sites titled *4 Energy: Energy, Efficiency, Education, and Environment*. The guide is available online from the DECS website and will assist schools to understand sustainability measures and improve their energy use.

Energy efficiency and energy use

DECS Central Office has met South Australia's Strategic Plan energy efficiency target (T3.13) to improve building energy efficiency by 25% from 2000-01 levels by 2014. As a tenant, DECS Central Office is responsible for its light and power use. The Central Office energy usage (consisting of electricity and vehicle fuel consumption) is now at 30% of 2000-01 levels; a reduction of 70%.

The Central Office continues to make good use of energy efficient lighting and management strategies, light sensors and timers in offices and meeting rooms to assist in reducing DECS corporate energy use.

The data for energy efficiency for all of DECS (schools, preschools and central/regional offices combined) for 2009-10 contained omissions and as result, the total energy efficiency percentage was not available at the time of publication of this annual report. The figure will be published in the 2011 annual report.

DECS schools and preschools have met the DECS *Statement of Directions* target to reduce water consumption by 10% of 2000-01 levels by 2010. As at 2009-10 it is estimated that the department's schools and preschools have reduced water consumption by 2,069,256kL (this is equivalent to 41% of 00/01 consumption).

National solar schools program

A total of 127 schools completed a range of energy efficiency projects in Round 1 of the Australian Government-funded *National solar school* program (NSSP). In Round 1, SA Government schools received total funding of \$6,157,166.91 (GST exclusive). Another 89 South Australian government schools were approved in December 2010 for Round 2, with total funding of \$3.729m.

For further information on national sustainability initiatives, see page 34.

CAPITAL PROGRAMS AND ASSET SERVICES***Capital works***

Teachers and students have benefited from the provision of new and refurbished teaching and learning facilities to meet the needs of the 21st Century via the *Capital works* program at a number of schools and preschools. These facilities improvements have been achieved under several sub programs including the *Education works* initiative, children's centres for early childhood development, DECS *Capital works* projects, *Building the education revolution* program (BER) and trade training centres.

The department currently has more than 180 active projects (excluding the BER and *Education works* Stage 1 projects) with a combined value of over \$450 million.

During the course of 2010, work continued on the delivery of 28 *Capital works* projects as detailed below.

- Allendale East Area School
- Birdwood High School (Stage 2)
- Blakeview North Primary School (new school)
- Booleroo Centre District School
- Burnside Primary School
- Cowell Area School
- East Adelaide Primary School
- Education Centre Child Care Centre
- Glenunga International High School
- Hackham West Junior Primary/Primary School
- Jamestown Community School/Preschool
- John Pirie Secondary School
- Kalaya Children's Centre
- Kapunda HS (Stage 2)
- Klemzig Primary School
- Miltaburra Area School/Children's Centre
- Nairne Primary School (Stages 1 and 2)
- Playford Primary School (Stage 3)
- Port Augusta Secondary School
- Port Noarlunga Primary School
- Roseworthy Primary School
- Roxby Downs Area School

The Heights School (Stage 3)
 Thorndon Park Primary School
 Victor Harbour High School
 Willunga High School
 Woodville High School
 Yalata Anangu School

Capital works also continued on the delivery of 23 Australian Government-approved trade training centres involving 72 schools with secondary enrolments to upgrade technical teaching areas.

Education works initiative

As part of the 2006-07 State Budget, the State Government announced the delivery of six new schools through the *Education works* initiative. *Education works* stage 1 is a public private partnership (PPP) between the State and a private consortium. The six schools are:

- Mark Oliphant College, a Birth to Year 12 school at Munno Para West of 1,420 students including a children's centre, on the extension of Peachey Road
- John Hartley School B-7, a Birth to Year 7 school in Smithfield Plains of 620 students including a children's centre
- Adelaide West Special Education Centre, a new site for the Regency Park School adjacent to Ocean View P-12 College in Taperoo for 80 students
- Woodville Gardens School B-7, a Birth to Year 7 school on the Ridley Grove Primary School and Woodville Gardens Preschool site for 775 students including a children's centre
- Blair Athol North School B-7, a Birth to Year 7 school on the Gepps Cross Primary School site for 485 students including a children's centre
- Roma Mitchell Secondary College, a multi-campus senior school on Briens Road, Gepps Cross, comprising a girls-only campus of 400 students, a co-educational campus of 800 students, a senior (special) campus of 100 students and a child care facility for 30 children.

All schools involved in the project voted in support of their current school closing when the new schools are opened.

The Treasurer announced the private consortia Pinnacle Education SA as the preferred bidder for the Education works new schools project in 2009. Pinnacle Education SA comprises equity from Commonwealth Investments P/L and Lend Lease Corporation Ltd, with Hansen Yuncken as the building contractor and Spotless as the facility manager for the period of the contract.

The program for delivery of the schools is as follows:

- New facilities opened in Term 4, 2010:
 - Adelaide West Special Education Centre
 - John Hartley School B-7
- New facilities opening in Term 1, 2011:
 - Blair Athol North School B-7
 - Woodville Gardens School B-7
- New facilities later in 2011:
 - Mark Oliphant College
 - Roma Mitchell Secondary College

Principals have been appointed to all schools.

Investment in early childhood facilities

As part of the 2009-10 *Capital works* program:

- the extension to the Clare Valley Children's Centre was completed
- work continued on 24 children's centres for early childhood development and parenting for children from birth to age eight and their families

At the end of 2010, construction of 19 children's centres for early childhood development and parenting was completed at: Angle Park (The Parks), Enfield (Café Enfield), Elizabeth Grove, Hackham West, Renmark, Taperoo (Ocean View), Wynn Vale (Keithcot Farm), Port Augusta, Elizabeth (Kaurna Plains), Paradise (il nido), Woodcroft Heights, Mount Gambier, Cowandilla, Plympton South (Forbes), Port Lincoln (Kirton Point), Parafield Gardens, Murray Bridge, Trinity Gardens and Davoren Park (John Hartley).

The Gawler Children's Centre is part of a major *Education works* project involving Gawler High School and Evanston

Primary School and Evanston Preschool. A new Child Parent Centre at Littlehampton Primary School was completed. Work continued on the new Child Parent Centre at Nairne, with completion anticipated mid-2011.

Education works, Stage 2

During 2010 the State Government announced a further six schools to receive capital works under the \$82m Education works Stage 2 initiative. Architects and engineers have been engaged to prepare building designs, for the schools listed below, in preparation for tender call:

- Charles Campbell Secondary/Campbelltown Primary School
- East Adelaide Junior Primary/Primary School
- Grange Junior Primary/Primary School
- Hackham West Junior Primary/Primary School
- Highgate Junior Primary/Primary School
- Jamestown Community School/Preschool

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 2010, the standard sum that schools were able to recover was \$197 for primary students and \$263 for secondary students.

In addition, 109 schools, on application by the governing/school council to the DECS chief executive, received approval to recover an amount greater than the standard sum.

In 2010, the total materials and services charges invoiced by schools was \$48.1 million, and included \$11.5 million of 'school card' assistance for low-income families.

ASBESTOS MANAGEMENT REPORT 2010

| Categories | Number of sites | | Categories description | Interpretation - one or more item(s) at these sites |
|------------|-----------------|----------|---|---|
| | Year start | Year end | | |
| 1 | 4 | 1 | Remove | Should be removed promptly. |
| 2 | 165 | 151 | Remove as soon as practicable | Should be scheduled for removal at a practicable time. |
| 3 | 227 | 212 | Use care during maintenance | May need removal during maintenance works |
| 4 | 250 | 253 | Monitor condition | Has asbestos present. Inspect according to legislation and policy |
| 5 | 77 | 98 | No asbestos identified / identified asbestos has been removed | (All asbestos identified as per OHS&W 4.2.10(1) has been removed) |
| 6 | 122 | 122 | Further information required | (These sites not yet categorised) |

Definitions:

Category: The site performance score, determined by the lowest item performance score at each site.

Number of sites in category: A count of how many sites have the corresponding site performance score, with separate counts done at the start and the end of each year

Category description: Indicates the recommended action corresponding to the lowest item performance score (recorded in the asbestos register by a competent person as per OHS & W Regulations (SA) 1995, 4.2.10).

Interpretation: A brief real world example of what each category implies for a site.

This year agency asbestos reports are generated from the SAMIS system, managed by Department of Transport Energy and Infrastructure (DTEI).

URBAN DESIGN CHARTER

DECS has continued to engage with local and State planning authorities to progress the ideals embodied in the charter.

The *Education works* Stage 1 initiative involves the building of six new schools. During 2010 the *Education works* worked closely with local government, businesses and school communities in planning for the new schools in order to maximise community ownership and pride in the new schools. The project contributes to the regeneration of neighbourhoods in Smithfield Plains (in Adelaide's north) and the new schools in the inner north and western suburbs.

Priority has been given to the design of buildings that are safe, welcoming, connected to adjacent built and natural spaces and ecologically sustainable.

CARERS' RECOGNITION ACT REPORTING

Relationships, partnerships and networks with organisations that represent carers

The DECS Child & Student Wellbeing Team represents DECS and actively participates in:

- the Young Carers Australian Research Council (ARC) Linkage Project
- Young Carers in Education Working Group
- Young Carer Mental Health Schools Liaison Project
- SA Carers Reference Group
- Whole of Government Carers Implementation Group
- grandparents for grandchildren networks
- school counsellor networks.

DECS Human Resources and Workforce Development represents DECS and actively participates in or consults with:

- Whole of Government Carers Implementation Group
- Australian Education Union (AEU)
- Public Service Association (PSA)
- principal and pre-school director associations.

At individual school sites young carers are encouraged to access support and be involved in decision-making via:

- student representative councils
- pastoral care programs
- student voice activities
- student counsellors.

Relationships, partnerships and networks with communities or organisations that represents or provides services to ATSI carers (including nature of the relationship eg, formalised, funder etc)

- Young Carers ARC Linkage Project (Research Partner)
- Young Carers in Education Working Group (Partner)
- Young Carer Mental Health Schools Liaison Project (Partner)
- SA Carers Reference Group (DECS representative)
- Whole of Government Carers Implementation Group (DECS Representative)
- school counsellor networks (DECS central office representative/professional support)
- grandparents for grandchildren networks (DECS representative)
- student representative councils (school-based)
- pastoral care programs (school-based)
- student voice activities (school-based)
- student counsellors (school-based)

LEGISLATED OBLIGATION 1:

There is a system to ensure officers, employees and agents have an awareness and understanding of the Carers Charter.

1.1 Guiding documents to ensure all officers, employees and agents have the capacity to inform customers and clients of their rights within the Carers Charter

The DECS *Statement of Directions 2005–2010* represents the department's plan for action for education and children's services. Policies embedded in the key focus areas

strengthen the purpose and priorities of the Statement of Directions, and assist in dealing with emerging national early childhood and educational issues including young carers.

DECS policies are in place to ensure information and communication is provided to all members of the school community, including carers who are consumers. These policies assist carers to make education-related choices during the continuum of their caring role and school staff to provide safe, supportive learning environments which ensure the safety and wellbeing of all students including young carers.

"Young carers can be supported to reach their potential and live fulfilling, enjoyable lives by DECS supporting and encouraging them to attend school and to engage in relevant educational programs". *DECS Annual Report 2007*

DECS has developed a booklet, *Finding the balance*, which provides information including case studies to support employees in better balancing work and life. *The Carers Recognition Act* and charter are highlighted in the beginning of the booklet and within the DECS *Work life balance* policy. The policy is on the DECS website and a copy of the booklet will be distributed to every DECS site at the beginning of 2011.

Examples:

- Attendance policy
- School discipline policy
- Child protection guidelines
- Mandatory notification training
- Responding to abuse and neglect update training
- Finding the balance booklet

1.2 Assigned responsibility for implementing the requirements of the *Carers Recognition Act 2005* as it relates to the provision of services

DECS 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.

DECS is committed to providing a school environment where it is safe and supportive for young carers to identify themselves or be identified to enable improved service provision to maintain/improve engagement in school programs.

Examples:

- Individual school sites monitor involvement and engagement of students where identified
- Student counsellor networks are encouraged to monitor and promote carer issues
- DECS Child & Student Wellbeing has a role to monitor and be actively involved in young carer initiatives and policy development
- DECS Human Resource and Workforce Development provides support to employees in this area as part of a comprehensive employee work/life balance approach.

1.3 Communicating information regarding the Carer Charter and divisional policies to recipients of services

DECS is involved in a number of research activities and committees through statewide carers committees, including the Young Carers Network. Involvement in these activities contributes to policy development impacting on young carers.

The expected outcomes are innovative contributions to theories of care; evidence about the diverse socio-economic and demographic characteristics of young carers and care recipients, and development of supportive policies and services.

Informal information and resource sharing occurs between:

- individual sites
- school counsellor networks
- relevant regional and state personnel.

Formal information and resource sharing occurs via:

- regional and state announcements/newsletters
- involvement in the *Young carers research* project
- involvement in statewide carers committees.

Examples:

- Awareness raising through training and development sessions conducted by the DECS Child & Student Wellbeing Team, as well as regional and site-based personnel
- Promoting the Young Carers Association by DECS Child & Student Wellbeing Team personnel
- Mandatory pre-service teacher training including understanding of child protection initiatives and discussion about vulnerable groups, one of which is young carers and the implications of the Carers Act in education. This training is required to be updated by each teacher every three years
- Guidelines to assist education and care staff to effectively respond to incidents of problem sexual behaviour involving children and young people, including young carers
- Ongoing school counsellor statewide training and induction initiatives promoted throughout the school community
- Inviting carer organisations into schools to inform school communities regarding support and respite options
- Including young carers information in DECS staff and teacher training packages such as *Your classroom – Safe, caring, orderly and productive* and *Contributing to a safe and positive learning community*
- The DECS annual report, available online in the DECS website, includes formal reporting against the *Carers Recognition Act* in relation to 'carers who are consumers'
- Ongoing involvement with young carers to investigate support for a program to provide carers, schools, families and mental health care providers with accessible support pathways improved learning outcomes for young carers
- Referring grandparents/other relative carers to community groups for support. A link to carers information is available on the DECS website
- Dissemination of the *Grandparents raising grandchildren* advice package and links to information on the *Informal relative caregivers statutory declaration* information is available on the DECS website

- DECS Human Resources and Workforce Development has developed a booklet, *Finding the balance*, which provides information including case studies to support employees in better balancing work and life.

1.4 A mechanism to monitor and evaluate customer/client awareness and understanding of the Carer Charter

DECS staff are committed to continuous reflection on practices and refining of processes which support all students, including young carers.

Examples:

- Individual school sites monitor involvement and engagement of students
- Student counsellor networks are encouraged to monitor and promote carer issues
- DECS Child & Student Wellbeing Team has a role to monitor and be actively involved in young carer initiatives and policy development
- Informal consultation is undertaken via:
 - individual sites
 - school counsellor networks
 - regional and state personnel
- Formal consultation is undertaken via:
 - involvement in the *Young carers research project*
 - involvement in state-wide carers committees

EDSAS data systems are able to capture carer statistics for those students who identify, as part of the Term 3 Census from 2011.

Activities implemented in 2010 that demonstrate good practice against Legislated Obligation 1

- 'Informal relative caregivers statutory declaration' data is collected centrally, via the DECS census, once every year in Term 3. DECS Child & Student Wellbeing Team personnel will support the collection of this data and further promote the initiative.

- EDSAS data systems are able to capture carer statistics for those students who identify, as part of the Term 3 Census from 2011.
- South Australia's *Keeping safe* child protection curriculum was rolled out to DECS schools and preschools in 2008. Every teacher was required to undergo training before the program was taught in the classroom.
- The update to the DECS mandatory notification training *Responding to abuse and neglect* was conducted for all staff in 2009. This includes discussion on vulnerable groups including carers.
- Information sharing guidelines induction, which applies to all government and relevant non-government agencies, was implemented in 2009 in a:
 - universal format via DECS responding to abuse and neglect/mandatory notification updates
 - targeted format via corporate and regional support staff.

LEGISLATED OBLIGATION 2

2.1 There is a system to ensure consultation with carers, or persons or bodies that represent carers, in the development of strategic and business plans and policies and procedures

The following are examples of compliance:

- DECS has an ongoing commitment to the development of policies and initiatives to support the needs of all students to actively participate in education, including young carers. DECS works with and involves young carers and carer networks in decision-making to achieve relevant outcomes.
- Involvement in carer groups and activities contributes to policy development impacting on young carers. The expected outcomes are innovative contributions to theories of care; evidence about the diverse socio-economic and demographic characteristics of young carers and care recipients, and development of supportive policies and services.
- DECS is involved in a number of research activities and committees through statewide carers committees, including the Young Carers Network. Involvement in these activities contributes to policy development impacting on young carers.
- The expected outcomes are innovative contributions to theories of care; evidence about the diverse socio-economic and demographic characteristics of young carers and care recipients, and development of supportive policies and services.

Examples:

Informal information and resource sharing occurs between:

- individual sites
- school counsellor networks
- relevant regional and state personnel.

Formal information and resource sharing occurs via:

- regional and State announcements/newsletters
- involvement in the *Young carers research project*
- involvement in statewide carers committees
- DECS is involved in a number of research activities and committees through state-wide carers committees, including the:
 - Young Carers Network
 - Young carers ARC linkage project
 - Young carer mental health schools liaison project.
- DECS Human Resources and Workforce Development consults with the Australian Education Union and the Public Service Association who represent the rights of members including carers. These unions consult with members who are carers to influence the policy directions in DECS. Consultation also occurs with principal and preschool director associations and or their nominee through written correspondence, meetings and reference groups. Associations represent their members and influence policy and planning impacting on employees, including carers at school and preschool sites.
- DECS Human Resources and Workforce Development consults with principal and preschool director associations and or their nominee through written correspondence, meetings and reference groups. Associations represent their members and influence policy and planning impacting on employees, including carers at school and preschool sites.
- DECS procedures are in place to ensure information is disseminated to school/preschool staff and personnel

in regional/corporate sites which provides relevant and updated information about support for carers. This information assists employees to make informed work choices during the continuum of their caring role.

- A link to carers information is available on the DECS human resources flexible work provisions web page.

2.2 Responsibility to engage carers and external stakeholders in developing plans and policies and procedures

The following are examples of compliance:

- Individual school sites monitor involvement and engagement of students.
- Student counsellor networks are encouraged to monitor and promote carer issues.
- DECS Child & Student Wellbeing Team has a role to monitor and be actively involved in young carer initiatives and policy development
- Involvement in the *Young carers mental health schools liaison* project has raised education and health care system awareness of the needs of young carers who are caring for a family member with a mental health issue
- Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the regional support services teams.

2.3 Informing carers and external stakeholders of consultation processes and support participation

The following are examples of compliance:

- DECS Child & Student Wellbeing Team has representation on a number of committees representing carers to ensure clear feedback is received from the community of carers and fed back to relevant units within DECS.
- Young carers are encouraged to give feedback through their student representative council, the pastoral care system, student counsellors, school governing councils and the regional support services teams.

- DECS encourage collaborative practices, including developing stronger links with other services, to involve and support carers in the community.
- DECS policies are in place to ensure information is disseminated to school and preschool staff at individual sites and personnel in regional and state offices to enable relevant and updated information and support for carers. These policies assist employees to make work choices during the continuum of their caring role.
- A link to carers information is available on the DECS human resources flexible work provisions web page.

2.4 Monitoring and evaluating the effectiveness of the DECS *Carer consultation framework*

DECS staff are committed to continuous reflection on practices and refining of processes which support all students, including young carers.

Examples:

- Individual school sites monitor involvement and engagement of students.
- Student counsellor networks are encouraged to monitor and promote carer issues.
- DECS Child & Student Wellbeing Team has a role to monitor and be actively involved in young carer initiatives and policy development.
- Informal relative caregivers statutory declaration data is collected centrally, via the DECS census, once every year in Term 3. DECS Child & Student Wellbeing Team personnel will support the collection of this data and further promote the initiative.
- EDSAS data systems are able to capture carer statistics for those students who identify, as part of the Term 3 Census from 2011.
- Informal information and resource sharing occurs between:
 - individual sites
 - school counsellor networks
 - relevant regional and state personnel.

- Formal information and resource sharing occurs via:
 - regional and State announcements/newsletters
 - involvement in the *Young carers research project*
 - involvement in statewide carers committees.

Activities DECS has implemented in 2010 that demonstrate good practice against Legislated Obligation 2

- DECS and Young Carers SA worked collaboratively to:
- review and update the existing *Carers SA young carers – issues affecting their education booklet*, which also includes information on supportive SACE options
- develop a *Young carers in education* information session to increase awareness of the issues faced by young carers in schools, available to all DECS sites including regional support services as well as other support networks related to young carers.
- Ongoing involvement with young carers' networks will investigate options for a wider model of support that can be adapted for use in local communities in order to provide carers, schools and families with accessible pathways to other agencies as well as improved learning outcomes for young carers.

LEGISLATED OBLIGATION 3

There is a system to ensure the Principles of the Carers Charter are reflected in divisional practices.

3.1 How DECS reflects the Principles of the Carers Charter in guiding documents that support the provision of services

The DECS *Statement of Directions 2005–2010* represents the department's plan for action for education and children's services. Policies embedded in the key focus areas strengthen the purpose and priorities of the statement of directions, and assist in dealing with emerging national early childhood and educational issues including young carers.

"Young carers can be supported to reach their potential and live fulfilling, enjoyable lives by DECS supporting and encouraging them to attend school and to engage in relevant educational programs". DECS *Annual Report 2007*

Examples:

- Attendance policy
- School discipline policy
- Child protection guidelines
- Mandatory notification training
- Responding to abuse and neglect update training

3.2 How the principles of the Carers Charter are included in the provision of services

Students who are carers are encouraged to identify themselves to school staff such as counsellors and/or class teachers and seek support to manage their education whilst fulfilling the caring role.

All students are able to be supported through sensitive management of their school program through personalised education plans. These can be developed to suit the specific needs of each student (this includes learning programs, timetabling, curriculum selection and support mechanisms).

For students, depending on their age, options provided by schools can include:

- developing personalised education plans
- flexible timetabling and assessment expectations
- alternative programs
- open access
- after hours tutoring
- curriculum selection
- mentoring
- school counsellor support
- Year 11-12 SACE - Special Provisions (*Schooling interrupted by family responsibilities or cultural obligations*) eg, extensions of time for work; altered work requirements; special arrangements during exams
- SACE *Community learning* accreditation which includes recognition of the skills learned through the caring role
- Advocacy and support through school counsellors
- Referral of students through interagency collaboration and

by schools to DECS Regional Support Services and/or other agencies helps support students at risk including carers.

3.3 How DECS communicates the principles of the Carers Charter as part of service provision

The following are examples of compliance:

- Dissemination of the *Grandparents raising grandchildren* advice package and links to information on DECS intranet
- Referring grandparents/other relative carers to community groups for support
- Inviting carer organisations into schools to inform school communities regarding support and respite options
- Mandatory pre-service teacher training and development includes training in child protection initiatives and support for vulnerable groups, one of which is young carers
- Statewide training promoting supportive practices for teachers and students eg, *Your classroom – Safe, orderly & productive*
- Statewide training promoting supportive practices for school support officers and aboriginal community education officers eg, *Contributing to a safe and positive learning community*
- A link to carers information is available on the DECS website
- A link to *Informal relative caregivers* statutory declaration information is available on the DECS website.

3.4 How DECS monitors and evaluates the effectiveness of its service provision practices against the Carers Charter

The following are examples of compliance:

- Informal relative caregivers statutory declaration data is collected, in relation to the DECS census, every year in the Term 3 Census
- EDSAS data systems are able to capture carer statistics for those students who identify, as part of the Term 3 Census from 2011
- Data is collected each year in order to monitor and review the number of students who have identified themselves as having a caring role or being cared for by a relative.

3.5 List evidence and actions in 2010 against each of the principles within the Carers Charter

1. Carers have a choice in their caring role

Examples:

- All students are able to be supported through sensitive management of their school program through personalised education plans. These can be developed to suit the specific needs of each student (this includes learning programs, timetabling, curriculum selection and support mechanisms).
- Students who are carers are encouraged to identify themselves to school staff such as counsellors and/or class teachers and seek support to manage their education whilst fulfilling the caring role.

For students, depending on their age, options can include:

- development of personalised education plans
- flexible timetabling and assessment expectations
- alternative programs
- open access
- after hours tutoring
- curriculum selection
- mentoring
- school counsellor support
- Year 11-12 SACE - Special Provisions (*Schooling interrupted by family responsibilities or cultural obligations*) eg, extensions of time for work; altered work requirements; special arrangements during exams
- SACE *Community learning* accreditation, which includes recognition of the skills learned through the caring role
- advocacy and support through school counsellors.

2. Carers health and well being is critical to the community

Examples:

- “Young carers can be supported to reach their potential and live fulfilling, enjoyable lives by DECS supporting and encouraging them to attend school and to engage in relevant educational programs”. DECS *Annual Report 2007*
- Attendance policy
- School discipline policy

- Child protection guidelines
- Mandatory notification training
- *Responding to abuse and neglect* update training
- DECS has health support planning processes in place to support all students, including young carers.
- DECS has developed an overarching work/life balance policy, which is supported by an information booklet including case studies. The booklet provides information on the *Carers Recognition Act* and the *Charter for carers*. DECS regards its family-friendly and flexible work provisions as a key mechanism for assisting employees who are also carers to balance the demands of their work, life and caring roles.
- The DECS *Employee assistance* program (EPA) provides counselling and support services to all DECS staff and their immediate family members for both work and non-work issues. EPA also provides the Manager assist support service, which enables line managers to discuss issues impacting on individual, team or site health and wellbeing with a trained counsellor.

3. Carers play a critical role in maintaining the fabric of the community

Examples:

- Inviting carer organisations into schools to inform school communities regarding support and respite options.
- Distribution of Grandparents Raising Grandchildren: IRCSD information
- Referring grandparents/other relative carers to community groups for support.

4. Service providers work in partnership with carers

DECS is committed to providing a school environment where it is safe and supportive for young carers to identify themselves or be identified to enable improved service provision to maintain/improve engagement in school programs.

Examples:

- Individual school sites monitor involvement and engagement of students.

- Student counsellor networks are encouraged to monitor and promote carer issues.
- DECS Child & Student Wellbeing Team has a role to monitor and be actively involved in young carer initiatives and policy development.
- Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the regional support services teams.
- DECS encourage collaborative practices, including developing stronger links with other services, to involve and support carers in the community.
- Informal consultation is undertaken via:
 - individual sites
 - school counsellor networks
 - regional and state personnel.
- Formal consultation is undertaken via:
 - involvement in the *Young carers research* project
 - involvement in statewide carers committees.

- Ongoing involvement in carer program will investigate support for a wider program that seeks to provide carers, schools families and mental health care providers with accessible pathways and supports as well as improved learning outcomes for young carers.
- Informal relative caregivers statutory declaration data is collected, in relation to the DECS census, every year in the Term 3 Census.
- EDSAS data systems are able to capture carer statistics for those students who identify, as part of the Term 3 Census from 2011.

5. How DECS gives carers in Aboriginal and Torres Strait Islander communities specific consideration

DECS is committed to providing a school environment where it is safe and supportive for all young carers to identify themselves or be identified to enable improved service provision to maintain/improve engagement in school programs.

DECS Regional Support Services, including Aboriginal Education support staff, work collaboratively with schools and/or refer through interagency collaboration to other agencies to support all students, including carers.

6. All children and young people have the right to enjoy life and reach their potential

All students are able to be supported through sensitive management of their school program through personalised education plans. These can be developed to suit the specific needs of each student (this includes learning programs, timetabling, curriculum selection and support mechanisms). Students who are carers are encouraged to identify themselves to school staff such as counsellors and/or class teachers and seek support to manage their education whilst fulfilling the caring role

7. Resources are available to provide timely, appropriate and adequate assistance to carers

Referral of students through interagency collaboration and by schools to DECS Regional Support Services and/or other agencies helps support students at risk including carers.

FREEDOM OF INFORMATION STATEMENT

The *Freedom of Information Act* 1991 confers on each member of the public a legally enforceable right to be given access to documents held by the government, subject only to such restrictions as are reasonably necessary for the proper administration of the government. It also enables each member of the public to apply for the amendment of records concerning his/her personal affairs if the records are incomplete, incorrect, out of date or misleading.

The functions of the department affect the public through the direct delivery of the education services provided, and also through the purchase of such services from private providers. The public participates in the department's policy development in a number of ways. These include membership of school governing councils, preschool management committees, volunteer parent organisations, and of other boards and committees, as well as by responding to calls for public consultation on particular issues.

The department holds correspondence and administrative records, personnel records, accounts records, payroll records, supply and transport records, facilities management records, students' and children's records in schools and preschools, student services records, licensing and standards records for child care, and records regarding the administration of family day care services. Records are held in a variety of media, including paper, electronic data and microfiche.

PUBLIC ACCESS TO DOCUMENTS

Applications must be made in writing, specify that they are made under the Freedom of Information Act, include an address in Australia to which correspondence may be sent, be accompanied by either the prescribed application fee or proof of financial hardship, and be addressed to:

Freedom of Information Unit
Department of Education and Children's Services
GPO Box 1152
ADELAIDE SA 5001

Telephone enquiries can be made on
(08) 8226 3237 or (08) 8226 8546
9.00am–5.00pm Monday to Friday

ACCESS REQUESTED IN 2010

During 2010, the department received 131 applications under the *Freedom of Information Act* and 19 were carried forward from 2009. Of these, 107 were completed within that period, zero were withdrawn, seven were transferred to another agency and 36 were carried forward.

POLICY DOCUMENTS

Departmental policy documents are available via the internet at www.decs.sa.gov.au/ (select Policies—A-Z Topics). Hard copies of documents available on request from the Policy Directorate at:

8th Floor
31 Flinders Street
Adelaide SA
9.00am–4.45pm Monday to Friday

AUDIT AND RISK COMMITTEE

The Audit and Risk Committee (ARC) provides assurance to the chief executive (and Corporate Executive Board) on DECS risk, control and compliance environments.

South Australian government policy and the treasurer's instructions require the chief executive to develop risk management standards and practices to protect and enhance the department's resources and enable the achievement of corporate objectives. It also requires that sound governance and control practices are in place, implemented and monitored.

The ARC's role is to provide advice, review processes, timelines and DECS business procedures. The committee's forward agenda ensures the committee's responsibilities outlined in the *Audit and risk charter* are covered. During 2010, the ARC focused on the following:

- Corporate governance frameworks: The committee reviewed and provided advice regarding the department's policy framework to ensure required strategic policies were addressed and changes to policy direction resulting from COAG agreements were considered.
- Risk management: The committee regularly reviewed that management has in place a current and comprehensive risk management framework and whether a sound and effective approach has been followed by management in developing strategic risk management plans for major projects and undertakings.
- External accountabilities: The committee reviewed DECS financial statements and management signoff on the statements and the adequacy of the systems of internal controls.
- Legislative compliance: The committee reviewed whether management has appropriately considered legal and compliance risks as part of the DECS risk assessment and management arrangements and considers the effectiveness of the system for monitoring compliance with relevant laws and associated government policies
- Internal audit: The committee reviewed the internal audit coverage and the annual work plan to ensure the plan is

based on assessed risk and recommends approval of the plan by the Chief Executive. The ARC reviewed all audit reports and provided advice to the Chief Executive on significant issues identified in audit reports and actions taken.

- External audit: The ARC provided oversight for the monitoring of the implementation of the Auditor General's recommendations and ensured management responses and actions were discussed with the external auditor. Advice was provided to the chief executive on action taken regarding any significant issues raised in relevant external audit reports.

In 2010 the committee met on five occasions. The ARC is chaired by the Deputy Chief Executive – Resources and comprises the Deputy Chief Executive – Schools and Children's Services, two members of senior management and two independent external members. Officers from the Auditor-General's Department attend as observers.

■ WHISTLEBLOWER PROTECTION REPORTING

DECS had no 'whistleblower' reports in 2010.

■ GOVERNMENT SCHOOL OPENING AND CLOSURES

2 August 2009 to 1 August 2010

SCHOOLS CLOSED

Christie Downs Primary School
 Christie Downs Special School
 Flagstaff Hill Primary School
 Flagstaff Hill Junior Primary School
 Glenelg Primary School
 Glenelg Junior Primary School
 McDonald Park Primary School
 McDonald Park Junior Primary School
 Melaleuca Primary School
 Melaleuca Junior Primary School
 Terowie Rural School
 Smith Creek Primary School
 Smithfield Plains Junior Primary School
 Smithfield Plains Primary School
 Smithfield Plains High School
 Davoren Park Primary School

SCHOOLS OPENED

Christie Downs R-7 School
 Flagstaff Hill R-7 School
 Glenelg R-7 School
 McDonald Park R-7 School
 Melaleuca R-7 School
 Mark Oliphant College B-12
 John Hartley School B-7

Source: DECS Location Sites & Services system and Capital Programs and Asset Services

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