

Department for Education
and Child Development
ANNUAL REPORT 2016



**Government
of South Australia**

Department for Education
and Child Development

2016

The Department for Education and Child Development
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About this report

Welcome to the 2016 annual report for the Department for Education and Child Development (DECD). The department is required through the *Education Act 1972* to report on a calendar year basis, however some data is collected in financial years.

In this report, we aim to provide open and transparent communication to stakeholders about our performance and achievements.

During 2016 the Department for Child Protection was formed by the state government. Please note that this report covers 10 months inclusive of child protection functions, and 2 months following the transfer of those responsibilities to the new department. Financial statistics are inclusive of the former Office for Child Protection, which was part of DECD until November 2016.

Our stakeholders

Apart from all South Australians, in particular our stakeholders are:

- more than 180,000 children and young people in South Australia who attend more than 900 public schools and early childhood services
- their parents and care givers
- approximately 20,000 babies born in South Australia each year, and children up to 4 who are the clients of the Women's and Children's Health Network
- some 30,000* staff including teachers, school-based staff, early childhood educators and staff in local offices and in corporate support roles
- unions and representative organisations of staff.

Context

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

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

This annual report presents information about the department's activities and outcomes in 9 main chapters that cover the spectrum of public education and child development, child health and child protection services in South Australia through the lens of our strategic plan.

Public education and care in SA

Public education is a key contributor to developing a democratic, equitable, prosperous and cohesive society for our state now and into the future. Public education in South Australia is made up of local school, preschool and childcare communities. These communities provide quality care and education so that every young person has the opportunity to be a successful learner and an active and informed citizen.

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

* This figure includes staff of the former Families SA

History

DECD was created in October 2011 to provide a range of integrated education, health and child protection services for the benefit of families, children and young people. The process of bringing these services to the public under the new portfolio was completed by January 2012. In November 2016 the Department for Child Protection was formed with relevant functions transferred from DECD to the new agency.

Vision

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

This report

This annual report includes information about our department’s corporate governance framework, our place in the national education and child protection agendas and within child development systems, and our achievements in line with our strategic plan. There is a financial summary and a chapter that incorporates all statutory reporting required by the government.

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

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

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

A separate report provides all financial information for DECD for the financial year 2015-16. Visit the [DECD website](#).

Our priorities

DECD’s [Strategic Plan 2014-2017](#) outlines 6 priority areas for improvement:



Higher standards of learning achievement



Improve health and wellbeing



Improve and integrate child safety



Engage children, families and communities



Right service at the right time



Build a better system

Letter of transmittal

The report outlines the achievements and performance of the Department for Education and Child Development for the calendar year ended 31 December 2016.

The Hon Susan Close MP
Minister for Education and Child Development

Dear Minister

In accordance with the *Public Sector Act 2009*, the *Public Finance and Audit Act 1987*, and the *Education Act 1972*, I am pleased to provide you with the Department for Education and Child Development Annual Report 2016 for presentation to Parliament.

The report outlines the achievements and performance of the agency for the calendar year ended 31 December 2016.

The report also presents information on the department's finances and human resources relating to the 2015-16 financial year. Please note that the department's full financial statements are available in a [separate document online](#).

In 2016 a number of high profile strategies were released as part of the work of the [Building a High-Performing System](#) business improvement plan – these are described here in this report, namely the [STEM Learning Strategy](#) for DECD Preschool to Year 12 2017 to 2020, and through the 2016-17 State Budget, the \$250 million [STEM Works package](#) to refurbish and upgrade STEM facilities at 139 public schools across the state. Teaching for Impact: A strategy to support teacher development 2016 to 2018 and the Leadership in DECD Strategy 2016 to 2018 both provide a formal plan to improve teacher quality and leadership development. These important initiatives will guide the work of the department in the coming years.

In November 2016 the [Department for Child Protection](#) was formed and the child protection functions of DECD were transferred to the new agency. DECD will continue to work closely with the new department.

DECD also continues to make significant contributions to [South Australia's Strategic Plan](#).

I would like to acknowledge the ongoing work that has occurred in sites such as preschools, early childhood services, schools and through the Child and Family Health Service this year. I wish to take this opportunity to thank the staff for their ongoing contributions towards improving opportunities for all children and young people.

In closing, I would also like to acknowledge the efforts and achievements of my predecessor, Mr Tony Harrison who left the role in June 2016.

Yours sincerely

Rick Persse
Chief Executive

Department for Education and Child Development, 31 March 2017

Executive summary

STEM learning strategy released and STEM Works funding announced

The STEM Learning Strategy for DECD Preschool to Year 12, 2017 to 2020 was announced in November 2016 and aims to improve student outcomes in science and mathematics. This supports the government's \$250 million STEM Works 2016-17 state budget package to refurbish and upgrade STEM facilities (science, technology, engineering and maths) at 139 public schools across the state.

Teaching for Impact: A strategy to support teacher development 2016 to 2018 released

This important strategy articulates DECD's commitment to attract, retain, develop and recognise public education teachers. Released in September 2016, Teaching for Impact applies to all teachers and preschool and school leaders as a career development tool.

Leadership in DECD strategy 2016 to 2018 released

Released in March 2016, this strategy provides a formal plan for DECD's leadership development, incorporating a Leadership Charter and a Leadership Capability framework.

Premier's Reading Challenge and Premier's *be active* Challenge

In 2016, the thirteenth year of DECD's Premier's Reading Challenge, 131,123 students took part from 97% of all schools in the state. The Premier's *be active* Challenge, which began in 2007, now has more than 32,000 participants from over 220 South Australian schools.

Child and Family Health Service

During 2016 CaFHS began reviewing its service delivery framework to enhance services for South Australian families. In addition 18,412 babies were provided with a 'universal contact' visit (88.22% of all births), 1461 families were actively involved in the Family Home Visiting program during 2016, 17,986 babies were screened for hearing problems, and almost 200,000 Parent Easy Guides were distributed through Parenting SA, in addition to parenting seminars attracting 547 parents and nearly 3500 online views.

NAPLAN and SACE results

South Australia's 2016 NAPLAN results showed positive signs of improvement and that the state is on a general upward trajectory compared with the nation as a whole. A record 15,003 South Australian students completed the SACE in 2016. A record was also set for Aboriginal students in government schools successfully completed their SACE, with 227 succeeding in 2016.

Delivering Digital 2016 to 2020 released

In April 2016 the department's ICT master plan was released, outlining DECD's strategic priorities for digital communications technology over the next 5 years.

Chapter 1:

About the department

We are a department working for South Australia's children and young people, from the time a mother is expecting a baby and the birth process, through to starting preschool and school, and when a young person leaves their secondary education ready to enter the world. We believe that every South Australian child deserves the opportunity to be their best in life.

We recognise that the success of these critical responsibilities depends on mutually beneficial partnerships with parents and families, community, tertiary providers, industry, government and non-government organisations.

We support our employees, including teachers and leaders, who, collectively, are helping to shape South Australia every day.

Through the Women's and Children's Health Network, we deliver health and wellbeing services aimed at all newborn babies and children up to 4 years old. These services provide essential foundations for young South Australians to thrive.

The DECD workforce is one of the biggest in South Australia and includes teachers, school support staff and early childhood educators across partnerships throughout the state, as well as a diverse range of public servants who perform support roles. As one team statewide, we work so that South Australia's children can be their best.

Key education and care functions

Oversee early childhood care and development services for South Australian families

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

Provide services that benefit children and families

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

Lead and manage South Australia's education system

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

Strategic plan – Building a high-performing system

This was the third year of the DECD Strategic Plan 2014 to 2017, which was released in July 2014. Through this plan DECD aims to strengthen South Australia's public education system, improve health, wellbeing and child safety, increase the engagement of children, families and communities, provide timely access to services, and provide an effective, efficient, transparent system.

The plan recognised that all services, especially those in the corporate sphere, should be designed to support day-to-day teaching, care and protection, leadership provided by our staff, and the learning and development of children and young people.

Building a High-Performing System, a business improvement plan that sets out critical priorities for lifting the capability, performance, integrity and effectiveness of South Australia's public education and care system supported the strategic plan. See page 81 for reporting under this topic.

This annual report aligns outcomes and activity in the department with our strategic plan.

South Australia's Strategic Plan

South Australia's Strategic Plan (SASP) contains 100 targets that support the 7 priorities for South Australia's future. These priorities are areas where we can make the most difference to the lives of everyday South Australians and the most difference to the future prosperity of our state.

DECD is the lead agency for education and early childhood, which has 7 targets:

- T12 Early Childhood – AEDC – Increase the proportion of children developing well
- T14 Early Childhood – Year 1 Literacy – by 2014 achieve a 10% improvement in the number of children reading at an age-appropriate level by the end of year 1 and maintain thereafter (the target of 74.7% was met for 2014 and measurement for this target ended in 2014)
- T15 Aboriginal Education – Early Years – increase yearly the proportion of Aboriginal children reading at age-appropriate levels at the end of year 1
- T27 Understanding of Aboriginal Culture – Aboriginal cultural studies included in school curriculum by 2016 with involvement of Aboriginal people in design and delivery
- T87 Reading, writing and numeracy – By 2020, for reading, writing and numeracy, increase by 5 percentage points the proportion of South Australian students who achieve above the national minimum standard, higher proficiency bands (national minimum standards) in reading, writing and numeracy (high proficiency bands)

- T88 Science and maths – by 2020, increase by 15% the number of students receiving an Australian Tertiary Admissions Rank (ATAR) or equivalent with at least 1 of the following subjects: mathematics, physics or chemistry
- T89 SACE or equivalent – Increase yearly the proportion of 15-to-19-year olds who achieve the SACE or comparable senior secondary qualification.

For details of DECD’s reporting see <http://saplan.org.au/targets>.

Universal and targeted services for families (our partners)

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

Our partners

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

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

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



We work closely with SA Health through common partnerships as well as the [Women's and Children's Health Network](#). For further details see pages 17-18 and 40-42.

In November 2016 the new [Department for Child Protection](#) was formed. DECD works collaboratively with this new department to help it to meet community needs during the transition period until June 2017. For further details see page 43 (Chapter 4).

Partnerships – education

The establishment of partnerships in January 2014 was an educational reform designed to create a stronger networked learning organisation focused on developing collective responsibility for improved learning and wellbeing outcomes for all children and young people.

The model, involving all government preschools and schools, saw the establishment of 60 partnerships statewide and the appointment of 20 education directors to lead the formation and development of these partnerships, in collaboration with site leaders.

Partnerships work to facilitate collaboration between site leaders to:

- provide joint solutions to shared problems, enabling young people to more easily overcome barriers to their learning and better reach their potential
- share expertise and resources within and across sites, to build the skills and abilities of leaders and teachers
- promote the transfer of quality practice
- develop greater links with local businesses, government services, non-government organisations and local government agencies
- enhance professional learning for leaders and staff
- provide intervention services for children and young people.

Local education teams were established in January 2016 to support the work of the partnerships. There are 20 local education teams throughout the state, leading and supporting a portfolio of 3 partnerships each.

The local education teams have a systems leadership role, with responsibility for establishing a networked learning culture between schools and preschools. In addition, the teams are integral to understanding and learning from the experiences and practices of schools and preschools in order to influence policy and strategy across the state.

In 2016, partnerships continued with their focus on implementing the Results Plus initiative to track and monitor every child's growth, develop a school or preschool improvement cycle, improve the pedagogical practices of teachers and implement effective intervention strategies.

Increasingly throughout 2016, corporate staff utilised the expertise of site leaders and engaged the partnerships in contributing to policy and strategy implementation.

The external school review process, National Quality Standard assessment and rating process and the partnership performance review process continue to provide direction to schools and preschools about how to continuously improve their teaching and learning to maximise learning outcomes for their students.

DECD governance framework

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

Further governance details are available at www.decd.sa.gov.au/docs/documents/1/DecdGovernanceFramework20.pdf

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

DECD upholds and incorporates the following principles of good governance:

- accountability
- transparency/openness
- integrity
- stewardship
- efficiency
- leadership
- stakeholder participation.

The DECD Governance framework has 6 essential elements: strategy, planning and monitoring, effective and appropriate committee structures, accountabilities, risk management and assurance, transparency and disclosure, and public sector citizenship.

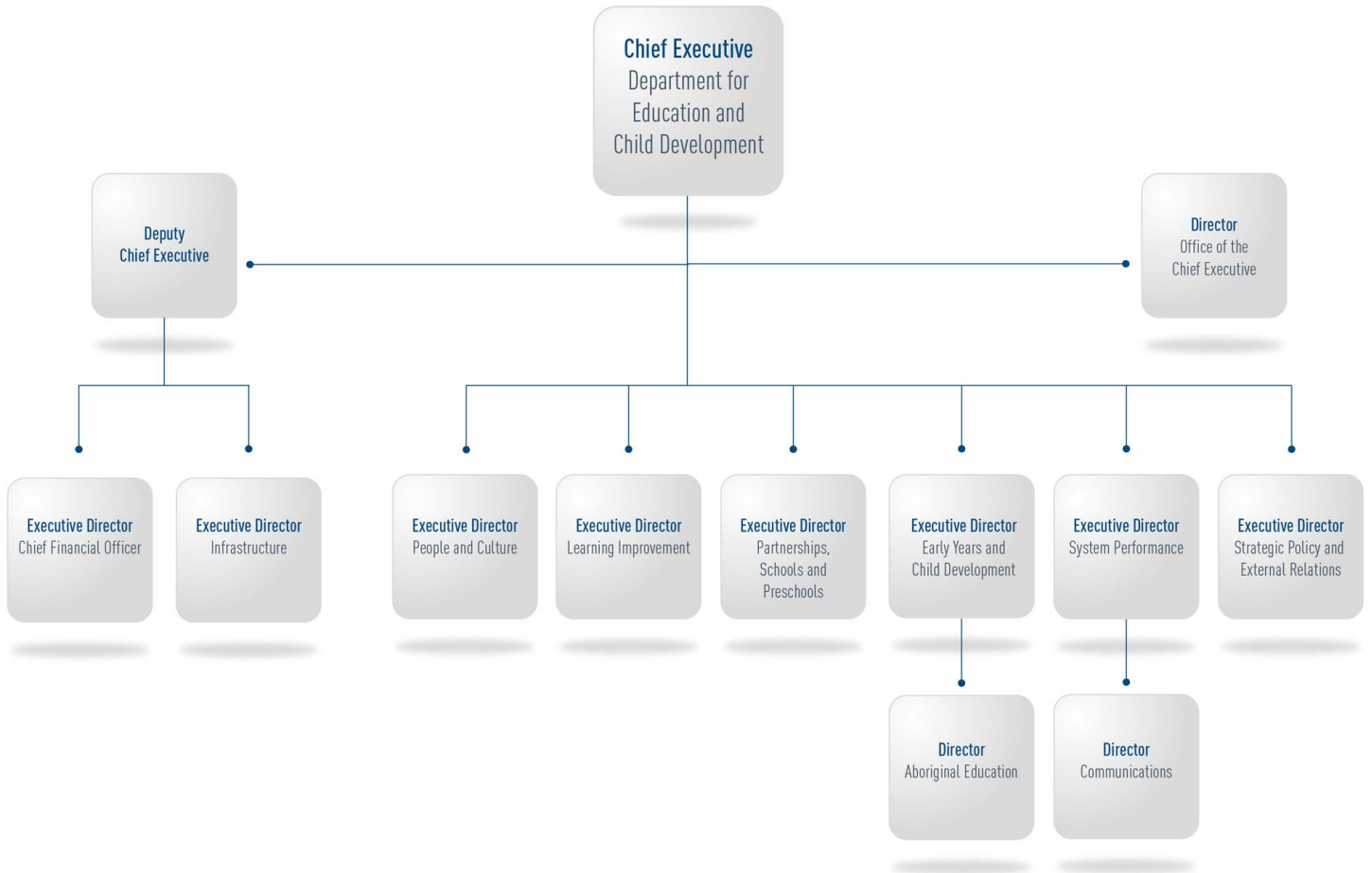
The department's purpose and direction is guided and influenced by national, state and departmental priorities, and established through strategic planning and budget documents that outline its key objectives, strategies and performance indicators.

In particular, the DECD [Strategic Plan 2014-2017](#) provides the long-term vision for what the department aims to achieve, and describes key strategies that will deliver on the objectives designed to improve outcomes for South Australian children, young people and families.

For further details about governance visit <http://www.decd.sa.gov.au/governance/>

Governance structure

DECD has a limited number of governance committees to advise and support the chief executive in discharging responsibilities.



Senior Executive Group

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

Legislative responsibilities

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

- *Children's Services Act 1985*
- Children's Services (Appeals) Regulations 2008
- Children's Services (Registered Children's Services Centres) Regulations 2003
- *Education Act 1972*
- Education Regulations 2012.

After November 2016, responsibility for the following Acts transferred to the new Department for Child Protection:

- *Adoption Act 1988*
- Adoption Regulations 2004
- *Children's Protection Act 1993*
- Children's Protection Regulations 2010
- *Family and Community Services Act 1972*
- Family and Community Services Regulations 2009.

Powers were delegated to the Minister for Education and Child Development by the Minister for Health and Ageing in accordance with the *Administrative Arrangements Act 1994*.

The instrument of delegation operates only in relation to the Child and Family Health Service delivered by the Women's and Children's Health Network. These Machinery of Government changes were detailed in the [2012 DECD Annual Report](#).

Public accountability

Responding to concerns or complaints

Complaints are an essential form of customer feedback that support service accountability and quality improvement. DECD works in partnership with children, families and community members to resolve any concerns and complaints they may have about services provided by the department.

DECD's complaint management system aligns with the Australian Standard for Complaint Management (AS/NZS 10002:2014). DECD encourages local resolution of complaints directly with the staff in education, early childhood and care settings wherever possible. Sometimes this may require support from the site leader. Where a complaint cannot be resolved at a local level, further information, advice and assistance can be provided by the Education Complaint unit.

At any point in the process, children, parents and members of the community are also able to refer their concerns to an external authority, such as the South Australian Ombudsman. For statutory reporting on complaints, see pages 102-103 (Chapter 9).

State and broader context

Construction to begin on Adelaide's newest city school

In November 2016, the state government Development Assessment Commission approved the application to construct a second city DECD high school, which will cater for 1250 students and open at the beginning of term 1, 2019. The approved budget is \$100 million.

In December 2016, construction began with Lendlease Building Contractors Pty Ltd winning the major design and construct contract for this key infrastructure project, located on Frome Road, Adelaide.

The school will be the state's first vertical school. The design is based on the completely refurbished Reid building, which will have 7 storeys including a basement and open-planned plaza space at ground level. This building is linked by a glass atrium to a brand new 6-storey building with rooftop terrace. The school's education program will have a strong science, technology, engineering and mathematics (STEM) focus with an emphasis on science and health studies. Learning spaces have been designed to cater for a contemporary, interdisciplinary approach to learning.

The South Australian Collaborative Childhood Project

The [South Australian Collaborative Childhood project](#) was developed in 2013 in response to the recommendations provided by Professor Carla Rinaldi to South Australia through the report, *Re-imagining Childhood: The Inspiration of Reggio Emilia Education Principles in South Australia*.

During 2016, 18 prototype services committed to research the Reggio Emilia education principles within the South Australian context were identified and invited by the Premier to participate in the project. These services include early childhood services, preschools and schools from across the government, Catholic and independent education systems, cultural institutions, the Women's and Children's Hospital and the Pedagogy and Architecture Group.

During July and August 2016, a Reggio Children pedagoga, atelierista and interpreter provided professional learning opportunities for prototype services, free public sessions, and conferences in Adelaide.

The project also hosted Professor Carla Rinaldi in Adelaide from 9 to 15 October 2016 to support its work, establish continuous research and provide provocations for the identified prototype services to build on their research, enabling them to deepen and share their learning.

Supporting national objectives

During 2016, DECD continued to implement and finalised a number of [education-based national partnership agreements](#) and national initiatives for early childhood and schooling. These were agreed by the Council of Australian Governments (COAG) in previous years and included:

- Independent Public Schools
- MoneySmart teaching
- National Quality Agenda for Early Childhood Education and Care
- National School Chaplaincy programme
- Online Safety Programmes in Schools
- Students First
- School Pathways
- Schools Security
- Universal Access to Early Childhood Education.

While Families SA was part of DECD, the [National Framework for Protecting Australia's Children 2009 to 2020](#) was a departmental obligation that still applies within an education and early childhood context.

DECD communications outcomes

During 2016, communications outcomes included the department winning a major award from the Government Communications Advice awards for the Families SA 'Choose to care' campaign aimed at attracting foster carers to the child protection system.

DECD's official [Facebook page](#) was launched on 1 May 2016 and by 31 December 2016 had 10,893 followers, with 50,000 total views, 14,000 likes, comments or shares, and 300,000 people reached in 6 months. DECD social media is an innovative way to meet the needs of families, students and other stakeholders by sharing stories or relevant information in short, accessible and engaging ways.

[DECD's corporate website](#) was launched, resulting in 23 separate websites being retired or consolidated since September 2016 as part of the Internet Transformation project. The new website has attracted 3 million page views and 435,000 unique users.

A new web portal for [governing councils](#) was released in May 2016, and since then has had 21,000 hits. A website for volunteers was also produced during the year.

DECD's regional initiatives

Capital works and transport services – regional

Since 2002, approximately \$355.5 million in major capital works projects (as at August 2016) have benefitted regional schools. For general information see page 99.

Approximately 16,000 students travel on DECD-operated or contracted school bus services across the state on 456 rural school bus routes. Since 2002, more than 200 new buses have been purchased, resulting in all 456 school bus services being operated in vehicles with seat belts and air-conditioning.

Key service statistics – regional

There are 258 government schools located in regional South Australia, with an enrolment of approximately 52,095 students (term 3, 2016). This represents 30.5% of the total enrolments in the state.

Approximately 33% of students with disabilities are located in regional classified areas (5147.5 students in term 3, 2016). DECD provides a range of special options including special schools, disability units and special classes.

Child and Family Health Services

(CaFHS) provides support services to families, which includes a contact visit after they bring their baby home. In addition to services delivered through regional children's centres, these services are provided to the Far North (Oodnadatta, Marla, Mintabie, Maree) through a service agreement with Remote and Isolated Children's Exercise Inc (RICE). Services are also provided to the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands at Pukatja, Amata and Indulkana.

In 2015-16, 4078 'universal contact visits' were provided across regional South Australia. For general information about CaFHS see page 40.

Since 2005 the state government has committed to grow the children's centres network across SA with 14 centres currently operating in regional areas. For information about children's centres, see pages 73-74.

The Department for Child Protection has a number of grant funded agreements with non-government service providers for the provision of out-of-home care and family support services in regional areas. These services include residential care, family based care and family support services. For general information about the Department for Child Protection, see page 43.

Early childhood services – regional

For general information about DECD early childhood services, see page 69.

There were 407 preschools across the state with approximately 18,000 children enrolled as at term 3, 2016. Of these 407 preschools, 177 were located in rural, regional and remote communities.

The statewide Preschool Support program supports children with developmental delay and/or disability in their local preschool. The Inclusive Preschool program also provides support to children with disability and high support needs. Six regional preschools provide Inclusive Preschool programs.

Through the Australian Government Universal Access initiative, DECD was funding 140 non-government services as at term 3, 2016, to provide funding for the delivery of a preschool program by an early childhood teacher. Of these sites, 20 are in rural, regional and remote communities.

Since 1976, DECD has provided annual funding to RICE to support early childhood services for remote and isolated children. An early childhood teacher conducts home visits and play days to families on station properties and isolated communities in the far north and north-west of SA.

DECD currently operates 12 family day care schemes (FDC) that provide care in several regional districts including West Country, Far North, Eastern Eyre, Country Central, South East Riverland, Southern Districts and Hills Murraylands. There are also in-venue family day care services at Lock Early Learning Centre.

Alongside FDC, DECD operates the Respite Care program, a specialised disability service that provides a range of home-based services to families with children with disabilities across the state. There are approximately 30 children accessing the program in regional areas, including Murraylands, Mid North, Port Lincoln, Port Pirie and Whyalla districts.

Rural care provides full-day childcare for a small number of babies, toddlers, preschool and school age children in government preschools located in small rural communities, managed by the preschool. This service operates in Booleroo, Burra, Bute, Cleve, Cowell, Cummins, Kingston, Laura, Lucindale, Maitland, Mannum, Melrose, Peterborough, Tailem Bend, Tumby Bay, Riverton and Yorketown.

Children's centres and family centres bring together care, education, health, community development activities and family services to achieve the best possible learning, health and wellbeing outcomes in a universal setting. Children and family centres focus on supporting Aboriginal families with young children. Currently there are 43 centres operating, with 14 of these in regional areas, namely

Andamooka, Ceduna, Clare, Ernabella, Gawler, Goolwa, Hewett, Mount Gambier, Murray Bridge, Port Augusta, Port Lincoln, Port Pirie, Renmark and Whyalla.

As part of the 2015-16 state budget, a new children's centre will be established through the refurbishment of facilities in Roxby Downs Area School.

Learning Together is a family learning and support program for families with children aged birth to 3. Regional locations include Ceduna, Millicent, Murray Bridge, Port Augusta, Port Pirie and Whyalla.

Learning Together @ Home supports families with children aged from birth to 4 years by encouraging parents to be involved in their children's learning through play. Regional locations include Clare, Maitland, Millicent, Murray Bridge, Port Augusta, Port Lincoln, Port Pirie, Victor Harbor and Whyalla.

The Playgroups in Schools program is offered in regional schools including Cambrai Area School, Curramulka Primary School, John Pirie Secondary School, Kingston Community School, Kirton Point Primary School, Koolunga Primary School, Mallala Primary School, Myponga Primary School, Port Vincent Primary School, Ramco Primary School, Rapid Bay Primary School, Renmark North Primary School, Tarlee Primary School and Waikerie Primary School.

In addition to the Playgroups in Schools program, DECD provides ongoing funding to Playgroup SA to support rural and remote communities to offer playgroups.

DECD supports the establishment of out of school hours care (OSHC) services and provides advice and resources about school-age care practices and the effective management of OSHC services. As at December 2016, 27% (63) of all OSHC services were in regional-rural areas.

School education in regional areas

DECD provides additional funding to schools in rural and remote areas through the [Resource Entitlement Statement](#) (RES) to address the higher cost of providing services. A 'rural and isolated index' is allocated to schools located more than 80kms from Adelaide.

Additional regional loadings and bases are factored into a number of RES allocations in recognition of the additional costs incurred by regional schools due to distance and school size.

Better Schools funding allocations for 2016 was \$31.6 million, including \$3 million allocated for disability inclusion officers. Of this amount, approximately \$9.4 million was allocated directly to regional schools (those more than 80km from Adelaide receiving 'rural and isolated index' funding.)

There are various specialisation programs in regional state schools including special interest programs in agriculture, aquaculture and viticulture. As part of [Building a Stronger South Australia](#), schools have access to grants of \$50,000 to increase the number of specialist programs available across South Australia. In round 1 (2014-15), of the specialist schools grants, 10 of the 22 successful schools were regional. In round 2 (2015-16), 4 of the 15 successful schools were regional.

To improve student retention and attendance, DECD has adopted a whole-of-school community partnership model, based on the government's [Better Together](#) principles, to work with regional schools to keep young people connected with learning and community. DECD's flexible learning options (FLO) model has operated in some regional areas since 2005. In 2016 it was expanded to support disengaged students in 8 communities of the Anangu Pitjantjatjara (APY) Lands.

Since 2012 the FLO strategy has been available to all regional schools and has supported over 6300 FLO students in regional South Australia to re-engage in school and to transition to further education, training or employment pathways. An average of 70% of these students successfully re-engage in learning or earning pathways each year. In 2016 there were 1962 FLO-enrolled students from regional areas accessing over 30 regional Flexible Learning Centres. For general information about how DECD supports secondary student pathways, see pages 32 and 77.

[Better Behaviour Centres](#) are part of the statewide network of programs and services known as the Learning and Behaviour unit. There are 2 centres based in regional locations – Murray Bridge High School and Port Lincoln High School. For general information about student wellbeing, see page 36.

Approximately 33% of all students with disabilities are located in regional areas. DECD provides a range of options for students with disabilities including special schools, inclusive preschool programs, disability units and special classes. There are 6 Inclusive Preschool programs, 7 special schools, 11 schools with disability units, and special classes operating in 30 schools in regional areas. For general information about DECD services for children with disabilities, see page 76.

In 2016 a new framework for [Student Support Services](#) – the 3 waves of intervention – was released by DECD to describe the proactive, flexible and responsive service delivery options to sites so they can better respond to sites in supporting the needs of children, young people and families across the state. This framework was shaped by feedback, including sites from regional South Australia. For general information, see page 73.

DECD initiatives (and participation in Australian Government initiatives) such as the Survey of Wellbeing and Student Engagement (formerly the Middle Years Development Instrument), the Australian Research Alliance for Children & Youth, and the Australian Early Development Census also operate across regional South Australia.

Specific regional services for Aboriginal children and young people

In term 3, 2016, there were 5093.9 Aboriginal students enrolled in regional or remote government schools, which accounts for 48% of all Aboriginal DECD students.

Programs that specifically support Aboriginal and Anangu families to access services include:

- the Walk Along Initiative, which assists Anangu families to access services and re-engage in education (see page 78)
- Dame Roma Mitchell Scholarship Awards, which provide financial support for Aboriginal students undertaking studies in years 11 and 12 (see page 42)
- Workabout Centres, which build relationships between education providers, industry, Aboriginal communities and other organisations (see page 78)
- Aboriginal Programs Assistance Scheme, which support improved literacy and numeracy, attendance, retention and SACE completion outcomes (see page 66)

- Homework Centres, which support the literacy and numeracy skills of Aboriginal students (see page 66)
- Aboriginal education staffing resources, which include the Aboriginal Early Childhood Workers traineeship program, see page 62.

Since 2001, DECD has facilitated Australian Hearing visits to the Anangu Pitjantjatjara Yankunytjatjara (APY) Lands 3 times per year to provide hearing assessments for children and families. In addition, the Riverland Community Health and Riverland Aboriginal Health Team project and DECD jointly provide hearing assessments in Riverland schools for students in reception to year 2.

A Young Mothers program operates at the Edward John Eyre High School and provides support and a designated learning environment for young mothers and pregnant students who are still at school.

For general information about support for Aboriginal students and DECD's strategic Aboriginal activities, see pages 61-67 and 23.

Starting school to finishing year 12

To find out more about the school system in South Australia visit

<https://www.sa.gov.au/topics/education-and-learning/general-information/sa-education-system>.

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

The role of preschools and schools

More than 180,000 children and young people across our state attend public schools or early childhood settings. These preschools, children's centres, primary schools, secondary schools, area schools, special schools and other sites are located in the city and metropolitan areas, as well as in rural and remote areas.

Collectively these education and care settings are known as 'sites'. The teaching workforce including leadership and teaching positions (school and preschool) comprises approximately 18,000 departmental employees.

Curriculum

Curriculum describes the core knowledge, understanding, skills and capabilities students should attain as they progress through education. Teachers use curriculum to plan student learning, monitor and assess student progress, report student progress to parents, and support student wellbeing. Curriculum in the early years setting describes the interactions, experiences, activities, routines and events – planned and unplanned – that occur in an environment designed to foster wellbeing, learning and development.

The early years

South Australian early childhood services use the Early Years Learning framework to ensure children receive quality educational programs in their early childhood setting and through their transitions to preschool and school.

Early childhood educators use the principles and practices of the framework in partnership with families, to develop inclusive learning programs that are responsive to children's interests, strengths and abilities. They recognise that children construct learning through relationships in an active and inquiry-based learning environment.

Educators use the indicators of numeracy and literacy to inform planning, teaching and reporting on individual children's literacy and numeracy development. The National Quality Standard sets a benchmark for high-quality education and care services and contributes to positive outcomes for children.

The Early Years Learning framework describes childhood as a time of Belonging, Being and Becoming.

Reception – year 10

The Australian Curriculum is used to develop educational programs in all government schools for students from reception to year 10. The focus of the curriculum is to enable all students to develop the personal qualities and skills required to be active individuals and citizens in the 21st century.

The Australian Curriculum covers 8 learning areas: English, mathematics, science, humanities and social sciences (history, geography, civics and citizenship, economics and business), the arts (dance, drama, media arts, music, visual arts) languages, health and physical education, and technologies (design and technologies, digital technologies).

There are also 7 general capabilities addressed through the content of learning areas – these are literacy, numeracy, information and communication technology capability, critical and creative thinking, personal and social capability, ethical understanding, and intercultural understanding. For details see <http://www.australiancurriculum.edu.au/generalcapabilities/overview/introduction>.

Teachers use the Australian Curriculum to plan, teach, assess and report on students' learning. From 2017, the Australian Curriculum will be used in all schools from reception to year 10.

Senior years

All young people between the ages of 16 and 17 are required to participate full-time in an approved learning program. Approved learning programs include:

- secondary school, including studying towards:
 - SACE (South Australia Certificate of Education)
 - International Baccalaureate (IB)
 - Steiner Education (Waldorf Schools)
- technical and further education (TAFE) courses or accredited courses offered by registered training organisations
- apprenticeships or traineeships
- university degrees, diplomas or other university award courses
- other programs authorised by the Minister for Education and Child Development
- a combination of the above.

The South Australian Certificate of Education (SACE) can be undertaken over 2 or more years and can include a range of subjects, vocational education and training (VET) and community learning.

The SACE is an internationally recognised certificate used by South Australian students for entry to TAFE and university courses here, interstate and overseas. For information about SACE completion, see page 35 or visit <https://www.sace.sa.edu.au/>.

DECD Aboriginal Strategy 2013 to 2016

South Australia has committed to ‘closing the gap’ on Aboriginal early childhood and schooling outcomes through the [National Education Agreement](#) (NEA). The need to accelerate improved outcomes for Aboriginal children and young people is a state priority and is clearly articulated in [South Australia’s Strategic Plan](#) (SASP).

DECD implements a number of strategies to engage and support Aboriginal children and young people to achieve high-quality outcomes. In government schools, our Aboriginal strategy underpins this effort. The strategy aligns with the 7 priority areas of the [National Aboriginal and Torres Strait Islander Education Strategy 2015](#), the DECD Strategic Plan 2014-2017 and the [DECD Reconciliation Action Plan 2014-2016](#).

The current strategy expired in December 2016. Consultation to support and inform the development of the next iteration of a plan for Aboriginal education in DECD for 2017 and beyond is underway, and will include engagement with a wide range of stakeholders.

Reconciliation

DECD is committed to helping improve the lives of Aboriginal South Australians through care, education and training. The disparity in education and life outcomes currently experienced by Aboriginal South Australians is well recognised. The [DECD Reconciliation Action Plan \(RAP\) 2014-2016](#) focuses on the steps the department will take to deliver the government’s policies and programs to better engage with Aboriginal Australians. It brings together key initiatives to actively support reconciliation as a means of improving the outcomes of Aboriginal people. The RAP builds

on our strategic plan and outlines our approach towards embedding sustainable opportunities under the following domains: Relationships, Respect, Opportunities, Tracking progress and Reporting.

The national reconciliation theme for 2016 was ‘Our History, Our Story, Our Future’. During the year, DECD continued to participate on the Reconciliation SA Education Steering Committee and supported Reconciliation SA in promoting and assisting with facilitating reconciliation activities and events including:

- [Schools’ Congress](#)
- reconciliation Kokoda trek
- Reconciliation SA education packs
- reconciliation activity grants
- corporate and school-based reconciliation action plans.

Government schools engaged with Narragunnawali: Reconciliation in Schools and Early Learning program to support the development of a school RAP in 2016. The program’s primary target audience is teachers and educators and contains 4 key program areas: school and early learning, reconciliation action plan, curriculum resources, professional learning, school and early learning reconciliation awards.



Chapter 2:

Higher standards of learning achievement

NAPLAN performance reporting

The National Assessment Program, Literacy and Numeracy (NAPLAN) commenced in 2008. NAPLAN tests reading, writing, numeracy and language conventions (spelling, grammar and punctuation). 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.

In South Australia's Strategic Plan our state targets in student achievement of reading, writing and numeracy, as monitored by the national NAPLAN results, focus on lifting the achievement of the lowest-achieving students and on raising the proportion of high-achieving students.

For reporting on Aboriginal NAPLAN results, see page 58 (Chapter 5).

NAPLAN 2016 – all students

Year	Aspect	At or above minimum standard [%]	Above minimum standard [%]	High proficiency bands [%]
3	Reading	93.4	83.9	43.8
	Writing	95.2	89.8	42.5
	Numeracy	94.2	81.0	25.5
	Spelling	92.4	83.7	41.7
	Grammar	93.5	85.1	45.4
5	Reading	91.5	79.2	29.4
	Writing	91.7	76.3	13.1
	Numeracy	92.8	76.5	19.2
	Spelling	91.6	78.2	24.2
	Grammar	92.2	79.9	29.1
7	Reading	94.2	80.5	23.9
	Writing	90.1	71.9	15.1
	Numeracy	95.2	82.4	25.7
	Spelling	92.3	78.8	25.0
	Grammar	92.4	77.9	25.0
9	Reading	91.9	74.7	16.8
	Writing	81.5	58.1	10.9
	Numeracy	94.4	77.5	15.2
	Spelling	88.3	71.9	18.5
	Grammar	89.4	69.2	13.7

Commentary on 2016 results

South Australia's 2016 NAPLAN results showed positive signs of improvement, with the highlight a significant lift in year 3 writing results compared with 2015. The lift was the most significant increase recorded in any subject area in Australia.

Additional pockets of growth were recorded across primary year levels, with increases in year 3 spelling and year 7 numeracy also notable.

The results in 2016 showed that South Australia is on a general upward trajectory compared with the nation as a whole, with the state's averages closing in on the Australian averages in 13 of the 20 testing domains. The report also shows long-term growth in the number of students achieving at or above the national minimum standard, with 15 out of 20 domains showing an increase when compared to 2008 to 2011 results.

SA's participation rates also improved across the board, with more students participating in all domains in 2016 when compared with 2015.

NAPLAN is only one indicator of how well the education system is doing. There is also a focus on student wellbeing, and building the capacity of principals and teachers to deliver improved learning through rigorous performance and accountability measures focused on lifting school standards.

The DECD Numeracy and Literacy Results Plus initiative aims to lift numeracy and literacy achievement through:

- professional learning, which supports site leaders to lead numeracy and literacy improvement in their sites
- Results Plus intranet site: a dedicated site provided to support leaders in professional learning through resources, clear policy advice and the latest numeracy and literacy research
- GreatStart: an online resource offering over 180 activities to help families make the most of everyday learning and events to encourage parental involvement in their child's learning
- preschool indicators of numeracy and literacy: indicators were developed to provide a common tool to track preschool children's numeracy and literacy development. Preschool educators can assess progress, plan learning for each child and report to parents and to the child's destination school
- best practice: identifying best practice in numeracy and sharing this broadly among sites, particularly through (education) partnerships
- QuickSmart numeracy: training schools in using this intervention to support children struggling with maths to improve their basic number skills. Access and training for this program has already been provided to 150 schools over the past 2 years and in 2016 this grew to 240 schools
- Leading Numeracy Improvement program: since 2015, site leaders from over 70% of school and preschool partnerships have participated in the program aimed at helping leaders embed numeracy improvement strategies in their sites

- progressive achievement testing (PAT): tracking individual student development from years 3 to 10 in reading comprehension and mathematics. This is helping teachers and schools compare their growth against the growth expected for their year level. PAT testing is accompanied by a professional learning program for site leaders, to help identify how to use the data most productively in teaching and learning.

Frameworks to support schools and students

Improving teacher quality – Teaching for Impact: A strategy to support teacher development 2016 to 2018

This important new strategy was released in September 2016 and articulates DECD's commitment to attract, retain, develop and recognise public education teachers through a planned set of steps that guide their career development from pre-service preparation through to retirement.

Teaching for Impact applies to all DECD teachers and preschool and school leaders and incorporates 5 priority actions, which will be implemented in a phased approach:

- Rich and rewarding career pathways
- Professional learning for impact
- Thriving early career teachers
- Recognising and developing our best
- Supporting tomorrow's teachers.

For further detail see page 89 (Chapter 9).

Teaching for effective learning framework and resources

The [Teaching for Effective Learning framework](#) (TfEL) is the state policy position on pedagogy (how subjects are taught). Addressing the DECD strategic priority of Higher Standards of Learning Achievement, the TfEL framework places learners at the centre of teachers' thinking as they design quality learning experiences that aim to engage and intellectually stretch all students.

The 3 key domains of the framework are to create safe conditions for rigorous learning, to develop expert learners, and to personalise and connect learning. Resources included:

- Leading Learning – Making the Australian Curriculum Work for Us online resource was regularly updated throughout 2016 with resources aligned to 2017 strategies (it received 101,400 sessions worldwide and 384,981 page views during the year)
- Compass Online Feedback Tool:
 - 4908 individual educator users, an increase of 1100 users in 2016
 - 16,000+ students have now been involved in providing feedback to their teachers about pedagogic practice using the Compass tool
 - 44 (education) partnerships are now using the TfEL Compass Local Partnership Pedagogic Report to inform teaching and learning improvement at a partnership level

- TfEL Teachers' Companion – teachers' planning diary/Facebook professional community group, 6500 Companions distributed to teachers and leaders in 2016 (7500 to be distributed in 2017), and 3348 members in the Facebook group
- Student Voice Action Audit Cards – 6000 printed and distributed statewide.
- In 2016, 3 TfEL PILOTS continued to progress our priority of Engaging Children, Families and Communities, with a focus on collaboration with students. This was achieved through 'student learning commissions', a statewide student forum in collaboration with the Department of Premier and Cabinet, and the 2 (education) partnership initiatives – Student Learning Rounds, and the Transforming Task team.

The focus of these initiatives was to place the voices of young people at the centre of teaching and learning improvement at a whole-school and partnership level. This will inform future learning and emergent practices packaged as online resources for use in 2017.

There has been ongoing interest in TfEL, with materials and case studies being requested and shared across Australia and worldwide.

Australian Curriculum to support partnerships and schools

In 2016, schools continued to receive significant resources from corporate staff to support them in implementing the Australian Curriculum through the Primary Australian Curriculum strategy. These included 2 additional pupil-free days and, for schools with primary enrolment, an extra allocation of per-capita funding.

Each (education) partnership was resourced with a 0.5 FTE primary Australian Curriculum coordinator to work directly with classroom teachers and leadership teams to support the implementation of the Australian Curriculum.

The Primary Australian Curriculum strategy ended in December 2016. During the year, extensive consultation with sites, coordinators and partnerships was undertaken to assess the future needs of sites with primary enrolments. As a result, a resource to continue partnership support to meet DECD strategic priorities, numeracy and literacy, STEM and learning design, assessment and moderation, was designed. This resource, Primary Learning Improvement, will continue to direct funds to support site improvement in the strategic priorities and the employment of a senior leader, learning improvement primary at 0.5 FTE across each partnership to the year 2020.

Standard of Educational Achievement

In September 2016, the Standard of Educational Achievement (SEA) was approved for use by all DECD early childhood services and schools to monitor the educational progress and achievement of all children and young people against specific targets. The SEA provides clarity about common and agreed expectations of learner achievement. It is expected that all children and young people progress and achieve at or above their year-appropriate level. Preschools and schools will use SEA data and information as the basis for improvement and intervention planning, target setting, performance reporting and reporting to parents/carers/guardians.

Reporting on student learning

Reporting to parents/caregivers on student learning is a requirement of the *Australian Education Act 2013*. DECD requirements for reporting to parents/caregivers on student learning, in compliance with the Act, are outlined in the DECD 'curriculum, pedagogy, assessment and reporting policy' for reception to year 10. They are further clarified in the DECD guideline, 'reporting on Australian Curriculum in DECD schools reception – year 10 (V2)'.

This guideline provides teachers and schools with assistance about quality information to parents/caregivers on their child's learning progress and achievement. It is supported by examples of reporting formats, which are available on the DECD intranet.

Numeracy and literacy initiatives

The 2016 Numeracy and Literacy Results Plus Professional Learning program built on the 2015 introduction of 'the 4 expectations' and connected to the 2016 Leaders' Day core messages. The delivery involved refresher workshops for 215 leaders, a 2-day core module accessed by 1739 leaders, a workshop, Leading Learning Improvement and Developing Pedagogical Content Knowledge, conducted with leadership teams across the state over a 12-week period in terms 2 and 3, Results PLUS network meetings for 29 leaders, online learning materials so that DECD staff can access them any time, and Co-Design With Portfolios, a tailored program design negotiated with education directors and local partnership executives.

The QuickSmart Numeracy intervention program in 2016 supported identified students in a further 52 government schools to develop the automatic skills in number required for progress in mathematics.

The DECD position on the effective teaching of reading was emphasised through the publication of a series of 'best advice' papers, written in collaboration with Deslea Konza, an Associate Professor at Edith Cowan University in Western Australia. An overview paper, *The Big 6 – Components of Reading* was followed by individual papers on each of the 'Big 6' – Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension.

These papers were published on the DECD intranet and are used by school leaders to review and renew their schools' reading programs.

Preschools again received 2 pupil free days for professional learning that included a focus on the Early Years Learning framework and to support compliance with the National Quality Standard. An additional one-off student free day was allocated to ensure that teachers were appropriately skilled to facilitate the implementation of the Indicators of Preschool Numeracy and Literacy to ensure improved learning outcomes for all children.

Premier's Reading Challenge

In 2016, the thirteenth year of the Premier's Reading Challenge, completions grew to 131,123 students from 97% of all schools in the State. A total of 43% of Aboriginal students now participate in the Challenge. Over 1.57 million books were read in 2016.

English as an additional language or dialect (EALD)

The English as an Additional Language or Dialect (EALD) program supported the Intensive English Language program IELP (primary and secondary) to complete 11 teaching and learning programs in maths to align with the Australian Curriculum.

In response to over 100 newly-arrived Syrian refugees enrolled in IELP centres, additional support was provided to enable staff to understand their mental health and learning needs. A 6-module Teaching Intensive English course was developed and delivered for 35 teachers new to working with new arrivals.

The early childhood sector and schools were supported to respond to their culturally and linguistically diverse students and families through cultural presentations, cultural competence workshops and engagement in individual cases.

Extensive professional learning opportunities were provided to improve the English language development and curriculum outcomes of over 21,000 EALD learners in schools.

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

The STEM Learning Strategy for DECD Preschool to Year 12, 2017 to 2020 was announced on 4 November 2016. The strategy aims to improve outcomes in science and mathematics (SA Strategic Plan Target 88) for South Australian children and young people. In 2016, DECD began development and delivery of several elements of the STEM learning strategy.

STEM Works learning support

The 2016-17 State Budget included the \$250 million STEM Works package to refurbish and upgrade STEM facilities at 139 public schools across the state. A full list of the schools selected for the upgrades and building work can be found at <https://www.decd.sa.gov.au/sites-and-facilities/stem-works>.

Through the STEM Works program, schools will receive new flexible learning areas, such as individual breakout spaces, laboratories, maker areas, collaborative learning spaces and outdoor learning spaces. These areas will be fitted out to cater for teaching a range of specialist topics including 3D printing, food production, laser cutting, robotics, agricultural engineering and health.

Each school will have its own unique design to reflect its key areas of interest.

For further details see page 99 (Chapter 9).

Year 7-8 Collaborative Inquiry

The year 7 and 8 [STEM Collaborative Inquiry project](#) began in August 2016, focusing on ways to develop stronger links between primary schools and their local high schools to improve the experience of transitioning students. A further goal is to provide students with enhanced opportunities to participate in specialised STEM learning within a secondary context.

Five school networks consisting of 37 schools were selected to participate in the inquiry. Two collaboration days were held; at the first day teachers and leaders started to design, trial and evaluate innovative and evidence-informed approaches to improve learner engagement, disposition and achievement in STEM across years 7 and 8. On the second collaboration day, networks presented and shared their innovative and leading STEM practice to date.

Thinking Maths program

The Thinking Maths professional learning program was developed to provide teachers of mathematics years 6 to 9 with an opportunity to deepen their understanding of mathematical content and concepts as outlined in the Australian Curriculum: Mathematics. For 2017, 190 sites nominated 2 teachers to participate in the program.

Arts and humanities in schools

Arts in schools

[DreamBIG Children's Festival](#) was selected in 2016 as the new name for the Come Out Children's Festival. DECD has been working in partnership with the festival since 1974, which is an integral part of the government school calendar every 2 years. The next festival is scheduled for May 2017 with the theme 'Feed the Mind'.

Supporting the school's program of DreamBIG Children's Festival 2017 is a teaching and learning resource launched in October 2016, with both the program and the resource being distributed to all South Australian schools.

A statewide poster design competition was held for students for the DreamBIG Children's Festival 2017. More than 150 entries from reception to year 10 were received and the winning design now appears on all festival materials.

Also in 2016, the Minister for Education and Child Development's Arts Education Awards were presented to a primary and secondary teacher for their outstanding contribution to teaching the arts.

Languages in schools

Languages are a curriculum requirement for reception to year 8 students, with the aim of continuing up to year 12.

The national drivers for languages education are the National Indigenous Languages Policy (September 2009), the [Australian Curriculum Framework for Aboriginal and Torres Strait Islander Languages](#), and language-specific Australian Curriculum for 13 different languages.

During 2016, the department announced that William Light R-12 School would become the State's first Chinese bilingual public school and Highgate Primary School would partner with Unley High School to offer the first French bilingual/binational program in South Australia, with both bilingual programs commencing in 2017.

Census data from 2016 shows a 14.2% increase of students learning a language in a government school since 2015, with 86% of all eligible government schools offering a language program as of November 2016.

There are 54 government schools that offer whole-school languages programs through a blended method of delivery through the department's Learning Languages Together initiative involving the Open Access College (OAC). Classes are taught via a virtual classroom with a language expert in collaboration with the classroom teachers and followed up by face-to-face support.

A total of 50 Digital Languages Sister School Partnerships have been established to date with schools in China, France, Greece, Indonesia, Italy, Japan, Korea and Spain, with a focus on strengthening linguistic and cultural understanding.

A renewed 2016 First Language Maintenance and Development program that targets newly arrived language groups to study their background language saw 15 supplementary staff to assist over 3000 primary students from 53 schools across 24 different languages, including 9 Aboriginal languages. This includes more than 1900 Aboriginal students receiving additional support to study their heritage language.

Currently, 61 government schools and 8 Aboriginal language communities support the teaching of Aboriginal languages to over 4500 students through DECD's Aboriginal community language and culture partnerships and Aboriginal languages programs initiatives.

There are currently 7 active languages memoranda of understanding and in-principle agreements with overseas governmental partners (Italy, China, France, Germany, Greece, Japan and Spain) through which additional linguistic and cultural support is available to 381 schools.

Premier's Anzac Spirit School Prize

This prize and associated tour has been conducted in South Australia since 2007. It is a cross-sector history and remembrance initiative, developed to encourage young South Australians to understand, connect with and maintain the ANZAC spirit.

The Premier's ANZAC Spirit School Prize historical research competition and associated study tour is managed by DECD in liaison with the Returned and Services League, South Australian branch.

In 2016 the prize was focused on students engaging with the centenary commemoration of the events on the Western Front during July 1916. As a result of security issues in France and Belgium, the 2016 tour was re-directed to Vietnam and was conducted during October 2016.

The 2017 Premier's ANZAC Spirit School Prize competition was advertised to schools in November 2016 and the 2017 study tour is planned to visit Vietnam in October 2017.

Student pathways

SACE Improvement strategy

DECD's SACE Improvement strategy facilitates quality teaching and learning in sites with secondary learners, through the sharing of good practice and support of site leaders in the establishment of professional learning communities focusing on SACE improvement. Processes and strategies are continually developing to improve participation, achievement and completion outcomes for students.

Through collaborative working partnerships with the SACE Board, Student Pathways Network and South Australian Secondary Principals Association (SASPA), data collation and analysis resources were developed to support the ongoing identification, tracking and monitoring of SACE engagement trends in schools. These tools were used to design professional learning for school and field-based staff to support schools to develop learning design, assessment and moderation focused on improving SACE achievement. For further reporting on the SACE see page 35.

Secondary student pathways

Through the Secondary Learners Student Pathways strategy, sites with secondary enrolments were supported to improve career development for students so they make informed decisions about their futures.

SACE completion data highlights the value of vocational education and training (VET) within the SACE. In 2016 over 40% of SACE completers included a VET component in their program and 24% would not have achieved the SACE without VET.

There has been a steady increase in higher-level VET qualification enrolments (2015 data records Certificate I enrolments at 1373, Certificate II at 3826 and Certificate III at 3295) including in growth industry areas such as health and community services, advanced manufacturing, food processing and electro technology.

By November 2016, 700 students had started Australian school-based apprenticeships, combining their SACE with training and employment. More than 1200 students are currently participating in school-based apprenticeships.

Strong partnerships between schools, industry, training providers and community have enriched students' learning in STEM and developed their understanding and awareness of the breadth of pathways beyond school.

Aboriginal Cultural Studies implementation

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

DECD supports the inclusion of Aboriginal histories and culture within the school curriculum through the Aboriginal Cultural Studies implementation. The Aboriginal Cultural Studies online curriculum resource was developed for Aboriginal language groups and can be integrated across all learning areas. The Aboriginal Cultural Studies curriculum materials introduced in 2010, and the Australian Curriculum (which includes the cross-curriculum priority 'Aboriginal and Torres Strait Islander histories and cultures') support target 27.

To determine the progress of schools against the target, a survey of all government schools was undertaken in 2016 to estimate the inclusion of Aboriginal perspectives in the curriculum. Four hundred and seventeen schools responded confirming that they include Aboriginal perspectives across the curriculum, which equates to 81% of all government schools in 2016.

To improve the cultural competency of staff in DECD, professional development continues to be delivered. Since January 2015, 4369 department employees have participated in Aboriginal cultural competency and cultural studies professional learning activities.

DECD as an approved provider – services assessed and rated

The key focus of Australia's National Quality Framework (NQF) is to raise quality and promote continuous improvement and consistency across all early childhood education and care services. The NQF helps approved providers, services and families to have a richer understanding of what constitutes quality education and care, and highlights each service's strengths and areas for improvement.

Under the NQF approved providers of education and care services are more accountable for the services they deliver to children, families and the community.

DECD is the approved provider of government preschools and 12 family day care schemes in accordance with the *Education and Early Childhood Services (Registration and Standards) Act 2011*. DECD preschools and family day care services are assessed and rated under the NQF to determine whether, and to what level, they are meeting the National Quality Standard (NQS) and the requirements of the Education and Care Services National Regulations.

The Education and Early Childhood Services Registration and Standards Board of South Australia is an independent regulatory authority responsible for undertaking the assessment and rating of education and care services.

SACE students in 2016

A record 15,003 South Australian students completed the South Australian Certificate of Education (SACE) in 2016, an increase of 335 on the previous year.

The proportion of year 12 students successfully achieving the SACE was a record high, rising to 96.3%, which compares with 5 years ago when the completion rate was 91.6%.

The new benchmarks set by South Australian students were:

- More Aboriginal students completed senior secondary education (319 students, 24 more than 2015)
- More students undertook vocational education and training (VET) in SACE (6330 students, 341 more than 2015)
- More students completed a modified SACE, offered to students with intellectual disabilities (226 students, 7 more than 2015)
- More students achieved merit certificates – (996 students, 76 more than 2015).

More detail is available from www.sace.sa.edu.au.

Number of DECD students completing all requirements of the SACE

Females	4154
Males	3623
Total	7777

Number of DECD students completing all requirements of the SACE with at least 1 modified SACE subject

Females	56
Males	143
Total	199

Number of DECD Aboriginal students completing all requirements of the SACE

Females	137
Males	95
Total	232



Chapter 3:

Improve health and wellbeing

Health, physical activity and wellbeing curriculum in schools

Learning is central to wellbeing, and wellbeing is central to learning. Research shows that being active and eating well improves cognition, memory, concentration and behaviour. That is why the health, physical activity and wellbeing curriculum areas support school leaders, teachers, students and parents to understand the interconnectedness of students' health, wellbeing and improved learning outcomes.

Keeping Safe: Child Protection Curriculum

The [Keeping Safe: Child Protection Curriculum](#) (KS:CPC) is used widely in government, Catholic and Independent schools in South Australia. The KS:CPC online facility provides teachers with easy access to 7 documents, resources and training update.

In 2016, some 1500 staff completed the full-day training with more than 28,000 staff now trained. Training for pre-service teachers was introduced this year with over 500 participants. The online update course is a successful addition to the training with over 7000 staff completing the course since its release in 2014.

National and international interest continues this year with Beijing City International School, the International School of Zug and Luzern and Adventist School Victoria adopting KS:CPC. There are now 6 Australian sectors and 3 international schools implementing the KS:CPC, with recent interest from Romania and the Central and Eastern European Schools Association.

The KS:CPC is currently being updated to enhance topics on contemporary issues and to develop a hard copy version which will be available during 2017. Mapping tools covering multiple learning areas will also be added to the array of resources in 2017. The high profile curriculum will continue its aim to provide children and young people with strategies to keep themselves safe.

Premier's *be active* Challenge

The [Premier's be active Challenge](#) has grown significantly since its inception in 2007 and now has over 32,000 participants from more than 220 schools. There is an even balance between boys (50.5%) and girls (49.5%) completing the Challenge, with most children (90%) aged 5-12 years.

The Premier and Minister for Education and Child Development awarded 50 high-achieving schools with \$1000 each to purchase physical activity equipment, resources or professional services related to physical activity.

Safe schools communities – against bullying

DECD is committed to providing safe and inclusive learning environments for children and young people. Our initiatives to support this commitment originate from the National Safe Schools Framework and include:

- professional learning and skills development
- early and targeted interventions focused on student wellbeing
- partnerships with families and communities to create supportive school cultures
- evidence-based policies and procedures.

Principals and site leaders implement these strategies and responses across schools and preschools. They are assisted by behaviour coaches and other support services staff who work with schools to develop interventions for students with behavioural, social and emotional difficulties, and to develop staff capacity in managing bullying and harassment.

DECD's curriculum approach to tackling bullying occurs through Keeping Safe Child Protection Curriculum, teaching children about respectful relationships, recognising and reporting abuse as protective factors in decreasing bullying and violent incidents in schools. The curriculum also addresses cyberbullying and the responsible use of technology.

Along with representatives from government and non-government education systems, DECD contributes to the national Safe and Supportive School Communities (SSSC) working group. This group oversees the development of frameworks, policies, resources and other materials that support safe and positive learning environments. These materials are promoted and disseminated via the [Bullying, No Way!](#) website, Australia's premier anti-bullying resource for educators, children and young people and their families.

In 2016, the department joined with the federal Office of the Children's eSafety Commissioner to initiate a memorandum of understanding for collaboration on issues of cyberbullying, including enabling the removal from social media sites of harmful cyberbullying material. Some schools will receive further support with implementing online safety programs.

The sixth [National Day of Action against Bullying and Violence](#) was held on 18 March 2016. More than 49,000 students from over 137 South Australian public schools were involved in the event, an increase on 2015's participation. The National Day of Action highlighted the department's commitment to addressing bullying and promoted school initiatives that support respectful, safe and inclusive school communities.

School-based counsellors

The school-based counselling service is provided by qualified teachers with professional knowledge, skills and specialised expertise in promoting student learning and wellbeing.

School counsellors promote student learning and wellbeing within the [National Safe Schools Framework](#), by providing support and expertise to school leadership, maintaining professional relationships with the school community and working co-operatively with other agencies. In addition, the counsellor provides appropriate intervention, case management and assists as a member of the site's emergency response team. All primary schools with more than 71 enrolments received a 0.2 FTE allocation and schools with less than 71 students received a monetary allocation.

During 2016, as part of the Primary School Counsellors project, a range of resources for primary school counsellors and schools were developed. These included information brochures, guidelines for category 6 and 7 schools, an updated preventative and developmental model of counselling, roles, responsibilities and referral pathways, and a professional development and support framework.

Wellbeing for Learning and Life framework

The [Wellbeing for Learning and Life framework](#) supports educators, allied health professionals and other practitioners working with children and young people. It describes how we will promote wellbeing and resilience of children by engaging, inspiring and empowering them.

Students dealing with difficult life circumstances are less likely to be engaged in their learning and more likely to fall behind in academic achievement.

The framework provides a focus on children and young people and is aligned to the South Australian Government's State of Wellbeing vision statement.

During 2016, DECD consulted on and developed content ready for the release of the wellbeing framework in October 2016. Consultation for an evidence-based toolkit for educators will be conducted in 2017 to support the embedding of practices consistent with the wellbeing framework in education and care settings.

Child Wellbeing program

The Child Wellbeing program, launched in August 2015, aims to support integration and collaboration across education and child protection.

The Nyland Royal Commission identified the child wellbeing program as a positive initiative for child protection and child wellbeing to support strengthening links between education sites, families and the community in general.

By December 2016, the program was providing a child-and-family-focused service to some 315 preschools, primary and secondary schools across both country and metropolitan South

Australia, identified through a vulnerability index. Child wellbeing practitioners work with schools and support services with a goal of early identification of children and families who are vulnerable, in need or at risk, and to assist with appropriate responses and supports for the families.

Academic achievement and wellbeing: striking a balance

South Australia has led a collaborative approach to collecting wellbeing data in parallel with the Organisation for Economic Cooperation and Development's 2015 [Programme for International Student Assessment \(PISA\)](#) data collection on an international scale.

Over recent years there has been growing interest internationally in the measurement of wellbeing. There is a need to build the evidence base about the relationship between academic outcomes at school and social and emotional development and wellbeing.

Participating education systems have collected data on a core set of wellbeing items with the aim of informing future research and policy.

Academic achievement data will be linked to wellbeing data at the student level to examine how various aspects of wellbeing relate to the outcomes of academic testing.

Over 2015 and 2016, wellbeing data was collected in South Australia, Victoria, New South Wales, Queensland and Western Australia. The following countries were also involved: Slovenia, Northern Ireland and Hong Kong.

Overall, more than 5300 students completed both PISA and the wellbeing survey with an additional 3700 15-year-old students completing the wellbeing survey.

Australian Early Development Census (AEDC)

The [AEDC](#) is a holistic measure of how well children have developed in their first 5 years of life. This snapshot of child development is taken every 3 years in the first year of school. The AEDC provides important population-level information to communities, schools and governments to support planning and service provision. There have been 3 national AEDC data collections: 2009, 2012 and 2015.

In 2016 schools that participated in the 2015 AEDC received a profile about the development of their students as a whole. Schools use the data to inform local decision making about how best to support children's early development and to inform the type of support cohorts of children might need as they progress.

The 2015 AEDC community data was released in March 2016 and showed a slight reduction in the overall proportion of children considered developmentally vulnerable on 1 or more domains of the AEDC. This was down from 23.7% in 2012 to 23.5% in 2015. Communities and local governments are increasingly using the AEDC data as an indicator of how well children are developing, especially communities that are engaged in collective impact activities.

The gap in child development between Aboriginal and non-Aboriginal South Australians improved, with a reduction in the level of developmental vulnerability of Aboriginal children of 4.6%. However, further narrowing the gap in child development outcomes for Aboriginal children in particular remains a focus for the department.

Utilising the AEDC data for the Anangu Lands community, DECD worked with partners in the Pitjantjatjara Yankunytjatjara Education

Committee, TAFE SA and the Child and Family Health Service to use Australian Government funding to develop a Families as First Teachers project based on a Northern Territory program. The project focused on building child-adult interactions with parents and children aged birth to 3, through supported playgroups led by Anangu education workers who will receive special training to use explicit learning strategies. Implementation of the trial began in 2016.

Nature-based outdoor learning areas in preschools

The DECD preschool outdoor learning area project will create 20 new outdoor learning areas in South Australian preschools between 2014 and 2018. This government initiative represents a \$6 million investment over 4 years. The project has now been delivered at 10 sites across South Australia.

The design and build of each area takes into account authentic contributions from children, families and the local communities. The engagement process is helping to create culturally appropriate environments that strengthen local communities.

All the preschool sites incorporate philosophies taken from the Reggio Emilia approach. It is a free and open-sourced style of learning that guides the relationships children have with their environment, family and peers.

During 2016 round 1 of the project was recognised through 2 awards:

- [Preschool Outdoor Learning Area Project](#) (Round 1) – Australian Institute Landscape State Award for communities
- Wandana Child Parent Centre (Round 1 site) – Education and Care Services Kidsafe National Playspace Design National Award (the first time in the awards history that a nature-based play space has been successful).

The second group of 5 outdoor learning spaces were also redeveloped, with all officially opened. They are located at Flinders Kindergarten (Port Augusta), Solomontown Kindergarten (Port Pirie), Adelaide Miethke Kindergarten (Woodville South), Brentwood Drive Kindergarten (Huntfield Heights) and Hackney Kindergarten.

Enhanced service delivery framework – CaFHS

The [Child and Family Health Service](#) (CaFHS) is a statewide primary health service and part of the education and child development portfolio, delivered in partnership with SA Health. CaFHS is reviewing its service delivery framework to ensure service models employed are contemporary, evidence-based, child-focused, culturally responsive, and effective – thereby providing the best health outcomes for families.

More than 400 employees provide services and support to young children and families in more than 120 centres across South Australia.

The Child and Family Health Service works in partnership with families, other key services and the community to achieve the following outcomes:

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

During 2016, extensive project planning was undertaken to prepare CaFHS for the proposed service delivery enhancements. Consultation on the proposed framework took place between April and June 2016 via 2 discussion papers. There were 223 submissions received.

The findings from the evaluation of the feedback received during the consultation are being used to inform the service design phase. Implementation of the new model of service delivery will begin in 2017.

‘Universal contact’ visits

During 2015-16, 18,412 babies were provided with a [universal contact visit](#) (UCV) which represents 88.22% of the birth cohort. The early years are a critical time for child’s development and learning. Establishing a strong foundation at this age provides a sound platform to build the health and wellbeing of young children.

The UCV is comprehensive, responding to the needs of the baby and parents at the time of the visit, providing support in relation to parent infant needs, conducting child health checks, maternal wellbeing screening, safe sleep education and observation of the baby's sleep environment for home visits. The nurse supports the family by linking them with their local community, including the local general practitioner and other organisations.

Family home visiting

The Family Home Visiting program (FHVP) is a 2-year parenting initiative that has been progressively rolled out across the state since 2004-05. Since its inception, the FHVP has supported 12,611 families. As at 30 June 2016, 1461 families were actively involved in the program. A total of 541 families completed the program during 2015-16 and 1090 joined the program during this period.

Universal Neonatal Hearing Service

The [Universal Neonatal Hearing Service](#) (UNHS) coordinates hearing screening for all newborns in South Australia, and the referral pathway for those requiring further audiological assessment. This is a national program with a target of 97% of babies screened in the birthing hospital, and 97% of babies to have completed screening by age 30 days.

The UNHS screened 17,986 babies born between 1 July 2015 and 31 May 2016; 49 babies were identified as having permanent childhood hearing loss and referred for medical and early intervention services.

Parenting SA

[Parenting SA](#) supports parents in their important role by providing evidence-based information about a wide range of topics and promoting effective parenting practices to the South Australian community.

During 2016 Parenting SA increased its use of online technology to reach parents throughout the state. This has resulted in almost tripling the number of page views of the [Parenting SA website](#), and nearly 3500 online views of, and 547 attendances at, free parenting seminars. Eight short parenting videos are now available on the Parenting SA website and [DECD YouTube channel](#). Four videos presented by psychologist and parenting expert Dr Justin Coulson were released in November 2016.

[Parent Easy Guides](#) are published for parents of children from birth to 18 years. Almost 200,000 Parent Easy Guides were distributed on request to parents and health, education and community services in 2015-16, including 23,830 for Aboriginal families and 6410 for migrant families. There were 55,207 views of Parent Easy Guides on the Parenting SA website (Feb-Nov 2016). Two new Parent Easy Guides for Aboriginal families were published, adding to the 12 existing PEGs, which make parenting content culturally relevant. Consultation is currently underway to inform an update of Parent Easy Guides for newly arrived migrants and refugees to ensure they are culturally appropriate.

During the year, 17,943 new parents and 1587 new Aboriginal parents received a free copy of the book 'Right from the start', which was specially designed to read and share with babies with the aim of creating positive relationships and increasing children's wellbeing and development.

Dame Roma Mitchell Trust Fund for Children and Young People (DRMTF)

(aka Dame Roma Mitchell Grants)

DECD provides operational support to the Dame Roma Mitchell Trust Funds Board of Advice. Grants for a specific group of South Australian vulnerable young people are available twice yearly and contribute to enhancing their lives. For information about eligibility criteria or the grants visit

<https://www.sa.gov.au/topics/education-and-learning/financial-help-scholarships-and-grants/dame-roma-mitchell-grants>.

During 2016, 161 eligible grant applications were received, of which 45 were from first time applicants. There were 132 grants approved to the total value of \$127,787. From this figure, \$40 595 was distributed through 43 grants to children or young people with a disability.

Fifty-nine per cent of grants were for health and wellbeing (\$74,995), 33% were for professional development (\$42,223), and 8% were for personal development activities (\$10,569). Funds contributed to dental treatment, the purchase of a wheelchair, furniture and whitegoods, computers, educational course costs, driving lessons, a human hair wig, spectacles, bicycles, lawn mowers, a drum kit, a shed, a trailer and many other items or services.

Dame Roma scholarships

The Dame Roma Mitchell Scholarship Awards (DRM) was instituted in 1993 to provide financial support for high-performing Aboriginal students undertaking studies in years 11 and 12 to complete the South Australian Certificate of Education (SACE). The scholarship supports students to reach their future aspirations and career goals. Since its inception, there have been 77 recipients of the scholarship across the state.

In 2016, 8 Aboriginal students were recipients of the Dame Roma Mitchell Scholarships, including 4 students from country areas, and 4 from metropolitan areas of South Australia. Each of these 8 students will receive a scholarship to support them to complete their SACE.



Chapter 4:

Improve and integrate child safety

New Department for Child Protection

The Department for Child Protection was proclaimed on 1 November 2016 in response to recommendations from the [Child Protection Systems Royal Commission](#). Additional reforms arising from the recommendations of the Royal Commission include:

- the development of a new Children and Young People (Safety) Bill
- establishing an Early Intervention Research directorate, facilitating a new approach to cross-agency, evidence-based service delivery
- increasing investment in prevention and early intervention services
- establishing a pilot of a new multi-agency intake model, the Child Safety Pathway
- developing improved kinship and foster care strategies
- increasing funding for post-care services.

To ensure cross-agency, integrated, effective and sustainable implementation, the Child Protection Reform Implementation team (CPRIT) commenced operation on 3 January 2017.

The team will:

- drive the implementation of reforms across government and the non-government sector
- monitor, track and report on progress
- lead ongoing engagement with key partners and other stakeholders
- identify and manage risks to successful implementation
- ensure benefits and outcomes for children and young people are realised.

Child Protection Systems Royal Commission (State)

The Child Protection Systems Royal Commission conducted a comprehensive investigation into the laws, policies, practices and structures in place for children at risk of harm, including those who are under guardianship of the minister.

The report, *The Life They Deserve* was delivered to the Governor of South Australia on 5 August 2016 and described a system in urgent need of reform, pushed beyond capacity and with critical matters slipping through the cracks.

In the report, Royal Commissioner Nyland made 260 recommendations for improvements to the child protection system. Following significant consultation with the community sector, the government accepted 196 of the Royal Commission recommendations, agreed in principle with a further 60 and chose not to adopt 4.

The government's initial response to the Royal Commission's findings, *A Fresh Start*, was released 29 November 2016. This document aims to improve outcomes for vulnerable children, their families and the broader South Australian community by proposing extensive improvements to our state's child protection system.

The report responds to each of the recommendations from the Child Protection Systems Royal Commission, but also goes further to develop a broader new child development system.

Royal Commission into Institutional Responses to Child Sexual Abuse in Australia

On 12 November 2012 the Prime Minister announced a Royal Commission into institutional responses to child sexual abuse in Australia (the [Royal Commission](#)) and would report on their findings by 31 December 2014. In December 2015 the reporting period was extended for a further 2 years to December 2017.

The work of the Royal Commission is national and the focus can fluctuate across jurisdictions. The Royal Commission obtains information through a variety of mechanisms:

- public hearings that focus on particular institutions (institutional response hearings) or on particular policy issues (policy hearings)
- receipt of submissions from individuals and organisations based on issues papers and/or recommendations released by the Royal Commission on topics of interest to its work
- round table discussions
- 'notices to produce' issued to individuals and organisations.

During 2016 the department continued to respond to requests from the Royal Commission relative to several case studies and round tables. Since the new department was established it will continue to work proactively with government agencies and the Royal Commission.

National survey of foster and relative or kinship carers

During 2016, work progressed on a nationwide random sample survey of 2000 foster and relative/kinship carers, called Working Together to Care for Kids. The survey provides an opportunity for carers to express their experiences and identify their needs. The findings should inform and improve services that support carers and their families.

Between September and November 2016 randomly selected carers from all states and territories were contacted to take part in the voluntary survey by phone interviews.

Findings of this national carer survey will complement the external KPMG review of foster and kinship care in South Australia undertaken in late 2016.

Services to protect children and strengthen families

In 2016, DECD via the Office for Child Protection, had statutory child protection responsibilities and worked with families to keep children safe from harm and to build parents' capacity to care safely for their children. From 1 November this responsibility passed from DECD to the Department for Child Protection, hence this report covers activity during the 2015-2016 financial year.

If children and young people were not able to remain safely in the care of their birth family, Families SA was responsible for the care and support of children as they entered out-of-home care, and for children and young people under the guardianship of the Minister for Education and Child Development.

Families SA also provided services to support unaccompanied humanitarian minors of refugee background as well as adoption and post-care services.

Number of child protection notifications (note all data is June 2015 to June 2016)

	2012-13	2013-14	2014-15	2015-16
Notifications	39,733	44,203	52,930	54,703
Screened-in notifications	19,120	19,578	22,040	21,424
Children on care and protection orders (at 30 June 2016)				
12-month care and protection order	370	324	393	527
Guardianship until 18 years	2245	2253	2297	2521
Children in out-of-home care placements (at 30 June 2016)				
Foster care	1104	1114	1158	1261
Kinship care	1194	1162	1261	1469
Residential care	269	266	275	289
Independent living	29	21	15	34
Commercial facilities	61	68	129	190

The various roles of Families SA, as the state's statutory child protection service, were derived from the *Children's Protection Act 1993*. Under this Act, Families SA must:

- receive notifications of suspicion on reasonable grounds that children are being abused or neglected
- assess if children are at risk of abuse and neglect or have been abused and neglected
- strengthen and support families to reduce child abuse and neglect
- apply for a care and protection order when the child is unable to remain with their parents
- provide out-of-home care for children unable to remain with their birth families.

The *Children's Protection (Implementation of Coroner's Recommendations) Act 2016* was proclaimed and became operational on 28 April 2016. It amended the *Children's Protection Act 1993* to implement 3 of the recommendations made by the Coronial Inquiry into the death of Chloe Lee Valentine.

The amendments:

- make it plain that the paramount consideration in the administration of the Act is to keep children safe from harm, and that maintaining a child in her or his family must give way to the child's safety
- recognise cumulative harm as a relevant factor in making decisions about the care of a child
- provide for the issuing of instruments of guardianship or restraining notices where a child's parent, or someone who is residing, or about to reside with a child, has been convicted of a 'qualifying offence'
- require the chief executive to apply for a drug assessment order if they suspect on reasonable grounds that a child is at risk as a result of the abuse of any drug (including alcohol).

Families SA (now the Department for Child Protection) aims to safeguard and protect children through providing direct services and in partnership with other government and non-government organisations. Reporting on the following pages is separated into phases of intervention used by Families SA.

Promoting the protection of children

Early Intervention Research directorate

See page 43 for information about this new directorate, established within the Department of the Premier and Cabinet.

Linking Families

The Linking Families team provided a phone-based case management service, linking families that meet specific referral criteria to universal and secondary targeted services, diverting them from the statutory child protection system. The team provided an alternative response for vulnerable families at a time when potential for change is at its greatest and before child protection concerns become more serious.

From the inception of the program in June 2015 to 30 June 2016, Linking Families worked with 1022 families involving 1198 children.

Structured decision making

A review and recalibration began in 2016 of the Structured Decision Making® tools (SDM) to support caseworker decision making, including screening criteria and definitions. The recalibration of the SDM tools included developing a guide for mandated reporters to provide notifiers with information about appropriate referral agencies and information about when to make a statutory notification.

Families SA engaged the National Council on Crime and Delinquency's (NCCD) Children's Research Centre (CRC) to develop the guide. Workshops were held in late 2015 to start the development of the guide.

Responding to concerns of immediate safety

The Families SA Call Centre incorporated the Child Abuse Report Line (CARL) and Crisis Care. The Child Abuse Report line, which operated 24 hours a day, 365 days of the year, was responsible for receiving reported instances of suspected child abuse and neglect.

Families SA Call Centre in 2015-16 received 67,443 phone calls and 28,016 ECARL submissions. This compares with 66,983 phone calls and 20,811 ECARL submissions in 2014-15.

These resulted in 54,703 child protection notifications, of which 21,424 were screened-in for further Families SA assessment and response.

The number of children who were the subject of a screened-in notification comprised 13,496 in 2015-16. This compares with 52,930 notifications, of which 22,040 were screened-in for 13,841 children in 2014-15.

Under the *Children's Protection Act 1993* Families SA had a statutory mandate to undertake an investigative assessment to consider whether a child has been harmed, and /or is at risk of future harm. This phase of our intervention was called investigation and assessment.

The core role for Families SA in this phase was to work in partnership with parents in order to make an assessment of need, risk and strengths and to make a decision, based on the available evidence and information, whether the child has been harmed.

In 2015-16 Families SA undertook 4859 investigations for 3226 children, compared with 5520 investigations for 3552 children in 2014-15.

Of finalised investigations, 1857 resulted in a substantiation for 1641 children. This compared with 2335 that resulted in a substantiation for 1908 children in 2014-15.

Aboriginal children comprise approximately 4.5% of the total population of young people in South Australia but accounted for 23.6% of children in screened-in notifications, 31.8% in finalised investigations and 35.5% in substantiations in 2015-16. This again highlights the over-representation of this group in the child protection system. Whilst unacceptably high, these figures are in line with overall national results.

Children’s Protection Act 1993 Section 8E

As noted, the *Children’s Protection (Implementation of Coroner’s Recommendations) Act 2016* was proclaimed and became operational on 28 April 2016, amending the *Children’s Protection Act 1993*. Several reporting items were specified in Section 8E – Matters to be included in annual report of the department. These are reported below.

Section 8E (1)(a)(ii) the number of applications made under sections 20(1) and 22; and (ii) the number and general nature of any orders made under the Act in relation to those applications

	Application type	Count	Order type	Count
Section 20 (1)	Investigation and assessment with custody	948	Investigation and assessment with custody	713
			Extension of I&A	174
	I&A without custody order	7	I&A without custody order	5
	Total	955	Total	892
			Interim orders	
			Interim I&A	593
			Total (interim orders)	593
Section 22	Unable to report at this time		Unable to report at this time	
	Total	955	Total	1485

At this time extensions of orders cannot be differentiated in the application type, while applications and orders specifically under section 22 (variation or discharge of orders) cannot be reported.

Section 8E(1)(b) information setting out the number and general nature of any orders made under section 21(1)(ab) relating to investigation and assessment orders

The number and general nature of any orders made under section 21(1)(ab)	
Description	Count
Capacity to care assessment	565
Course – Domestic/family violence	0
Course – Drug/alcohol	7
Mental health assessment	23
Drug assessment	618
Drug testing	408
Alcohol testing	0

Section 8E(1)(c) information setting out (i) the number of applications made under section 37(1) or (1a); and (ii) the number and general nature of any orders made under the Act in relation to those applications

Number of applications made under			Number and general nature of any orders made under the Act in relation to those applications	
	Application type	Count	Order type	Count
Section 37(1)	Guardianship of minister 12 months s38.1c	523	Guardianship of minister 12 months s38.1c	576
	Guardianship of minister to 18 years s38.1d	443	Guardianship of minister to 18 years s38.1d (F08)	401
	Custody to minister 12 months s38.1b(iv)	49	Custody to minister 12 months s38.1b.iv	3
	C&P without custody or guardianship order	40	C&P without custody or guardianship order	13
			Supervision of the CE	40
	Guardianship to other to 18 years s38.1d	37	Guardianship to other 12 months s38.1c	1
	Guardianship to other 12 months s38.1c	14	Guardianship to other to 18 years s38.1d	17
	Custody to guardian 12 months s38.1b(i)	9		
	Custody to family member 12 months s38b(ii)	3		
	Total	1118	Total	1051
			Interim orders	
			Interim guardianship of the minister s38.1c	2168
			Interim custody to minister s38.1b.iv	23
			Interim guardianship of other person s38.1c	1
		Total (interim orders)	2192	
Section 37(1a)	Unable to report at this time		Unable to report at this time	
	Total	1118	Total	3243

At this time applications and orders specifically under section 37(1a) (child at risk as the result of drug abuse) cannot be reported.

Number and general nature of any orders made under section 38(1)(a)

New name	Count
Drug testing	144
Written undertaking	92
Treatment for drug abuse	71
Supervision of CEO	40
Written undertaking Interim	8
Supervision other party	1
Alcohol testing	1
Total	357

Also reported is the care and protection order equivalent of section 21(1)(ab)

Intervening protectively

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

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

In 2015-16, 1133 children received intensive family support services. Of these children, 553 received targeted intervention services and 580 received family preservation and reunification services.

Income management

Commonwealth legislation for a trial of child protection income management (CPIM) took effect on 1 July 2012. Under income management, people on prescribed income support payments have part of their payment quarantined to ensure it is used for priority goods such as food, housing, clothing and utilities. Income cannot be used for excluded goods such as alcohol, cigarettes, pornography or gambling. Under CPIM, 70% of income support payments are income managed.

The *Social Security (Administration) Act 1999* authorises referral of a person for CPIM by a Families SA officer who has functions, powers or duties in relation to the care, protection or welfare of children, including where the person does not consent and there is no relevant care and protection order in place. State government policy at the time required the person's consent for Families SA to refer to CPIM.

During 2015, CPIM and voluntary income management was utilised throughout local government areas of greater metropolitan Adelaide. In August 2016 CPIM was expanded to a further 6 regional local government areas, in addition to the previous introduction in the APY Lands (2012) and Ceduna region (2014).

The Australian Government committed to extending income management in all locations to 30 June 2017. On 15 March 2016, the Australian Government replaced income management in the Ceduna region with the Cashless Debit Card trial.

Drug testing

In 2015-16 a total of 1064 conditions relating to drug interventions were attached to temporary and finalised orders. The majority of these special conditions (563 or 52.9%) related to drug assessments on an intervention and assessment order.

The total of 1064 conditions attached to orders represented a 144% increase on the total figure for 2014-15 (436).

Children thrive and develop in our care

When an assessment has determined that a child cannot safely remain in the care of their parents, the child comes under a care and protection order.

There were 3567 children on a care and protection order at 30 June 2016. Of the children under a guardianship order, 2521 were on a guardianship of the minister to 18 years order, and 527 were under a guardianship of the minister 12 month order at 30 June 2016.

Where a child is under a care and protection order, typically out-of-home care is provided for them. This can be through a range of care options, including kinship, foster or residential care. Families SA worked in partnership with a number of non-government agencies across the state to enact these care arrangements.

At 30 June 2016 there were 3243 children and young people in out-of-home care. This figure does not include 17 young people aged over 18 years who were still being financially supported by Families SA. Of the children and young people in out-of-home care, 84.2% were placed in family-based accommodation that is either in kinship care or foster care.

Aboriginal children comprise 33.1% (1073) of all children and young people in out-of-home care at 30 June 2016. Just under two thirds (62.9%) of Aboriginal children are placed according to the Aboriginal Child Placement Principle, which is in line with the national figure of 67.9%.

There were 124 children under 'other person guardianship' at 30 June 2016. Other person guardianship transfers legal guardianship of the Minister for Education and Child Development to carers, which provides the carer with increased rights, responsibilities and decision-making powers. It also increases the likelihood that the child or young person will develop a secure attachment and trust of their carer and reach their developmental potential.

Placement project

Families SA determined that reform of current placement processes was required to provide a single point of accountability and decision-making responsibility for placement of children in out-of-home care. The beneficial outcomes of a placement project are expected to include increased placement provider accountability, improved decisions and management ensuring

timely and optimal transition of children into out-of-home care and between placements, strengthened key connections to family, carers and community, and reduced reliance on commercial and rotational care.

A system of holding regular meetings at the site level was developed with non-government organisation services to be implemented in 2017. These meetings will strengthen systems of profiling, matching and planned movement of children from commercial care to residential and family-based care.

The Terms of Reference for a Placement Oversight Group was developed and will include both representatives of the department and other agencies and organisations. There will be a focus on resolving systemic issues, identifying service gaps and monitoring the placement of children.

Growing 'other person guardianship' (OPG)

The state government committed \$2 million in the 2015-16 state budget to increasing the number of children in OPG home-based care. The Growing OPG project seeks to increase the number of 'other person guardians' available to care for children currently in foster and kinship care, and improve placement stability for children.

In 2016 the existing OPG program was comprehensively reviewed resulting in a number of significant changes. Based on feedback from carers and non-government organisations (NGOs) these changes were designed to increase timeliness, transparency and consistency of the assessment process, as well as allowing for greater involvement of the carers and the child.

A new policy and supporting procedures for the program are being developed with implementation of the revised OPG program for 2017. Further changes may be required due to proposed legislative changes that govern OPG arrangements.

School engagement program

In 2016, 127 young people received a service to support children and young people aged between 12 to 17 years to remain engaged in education. Case workers provided advice and information about resources available for children and young people in DECD, independent and Catholic schools. The program will also support DCP staff to navigate the education system and provide information about current policies and procedures relating to school attendance, enrolment processes, suspension, exclusion and requirements for individual education plans.

Mentor program

In 2016, 179 young people received a mentoring service. On 26 October 2016, the 'mentor program procedure' was released to ensure consistency in administration and service delivery statewide. An additional mentor program coordinator position was approved to improve mentoring outcomes for children and young people and create increased accountability and monitoring of mentoring service outcomes.

The Mentor program worked with DECD's Approved Panel of Providers to expand mentoring services to country locations Port Lincoln, Ceduna, Port Augusta and Whyalla, and in 2017, possibly the Riverland.

Increasing out-of-home care options

Additional funding for 2017 was provided to 5 foster care agencies to grow the number of foster care placements by 138 over 3 years. This funding includes the establishment of a new general foster care provider and a new service for providing assessment and support for specific child only carers. This initiative will ensure children are transitioned from short-term accommodation into more suitable, long-term placements.

Views of children and young people in out-of-home care

Ongoing implementation of the National Out of Home Care (OoHC) Standards is a high priority for South Australia. The 13 national standards came into effect in July 2011, focusing on improving outcomes and experiences for children and young people living in formal out-of-home care situations.

The associated measures are designed to provide a profile of children's access to health, education and training; their sense of security, stability of placement and transition planning.

In March 2016 the Australian Institute of Health and Welfare (AIHW) released a report summarising the responses of 2083 children and young people aged 8 to 17 years who were under the care of the minister or chief executive in all Australian states and territories.

The first national survey was administered in 2015 via an audio computer assisted self-interviewing (ACASI – Viewpoint) tool to capture the views of children and young people in out-of-home care. Eight survey measures were used to monitor progress against several of the national standards for out-of-home care (NSOOHC). National reporting occurs biennially.

South Australia has integrated the survey as part of case management.

The report containing key findings can be found at <http://www.aihw.gov.au/publication-detail/?id=60129554600>.

Aboriginal business

Aboriginal business spanned all areas of Families SA, which was (and through the new Department for Child Protection, will still be) committed to addressing the disproportionate representation of Aboriginal children in the child protection system. Building the capacity and level of self-determination of Aboriginal people and their communities to be involved in all aspects of child protection matters continues to be seen as critical.

Aboriginal child placement principle

During 2016 there was a major shift in the national focus on the Aboriginal and Torres Strait Islander Child Placement Principle. This was a significant topic of national discussions and work was undertaken towards ensuring that the broader intent of the principle was captured in all Families SA business.

The fundamental goal of the principle is to enhance and preserve Aboriginal children and young people's sense of identity and connection to culture. The principle aims to empower and increase the level of self-determination of Aboriginal Communities in decision making in matters that directly affect them.

Aboriginal cultural identity support tool

In 2016 the final trial and evaluation phase of the Aboriginal Cultural Identity Support Tool (ACIST) occurred ready for a full release in 2017. ACIST enabled Families SA to promote a strong and positive view of identity and culture, as well as strengthen individual, family, and community capacity in improved collaborative engagement with services.

Safety and quality of services

The PATRICIA project: pathways and research in collaborative inter-agency working

PATRICIA is a 3-year national research project on service responses to support the safety and wellbeing of children and young people living with, and separating from domestic/family violence. The project's focus is on service pathways and the relationships between child protection services, family/domestic violence services and family law.

Overall coordination of the PATRICIA project was provided by the University of Melbourne, and the project was jointly undertaken with Curtin University, University of Sydney, Griffith University, University of South Australia and the Domestic Violence Resource Centre Victoria.

Families SA participated in 2 studies that sought to identify themes, trends and practices across Australia to inform policy development and progress in this area. It involved an in-depth review of practice of a small number of child protection cases in each participating jurisdiction.

Reconciliation Action Committee

Families SA's Aboriginal Services continued to co-chair the Reconciliation Action Committee (RAC) in 2016 partnering with many different community and non-government organisations.

A formal event in 2016 was held on 30 May at Enfield Community Centre, which hosted a traditional Welcome to Country, traditional dance performances, contemporary music artists, interactive stalls, arts and crafts, children's entertainment and sporting activities.

A further RAC-supported event was the Port Adelaide/Enfield City Council's annual Nunga Week Relay celebrated in November each year.

Statewide Aboriginal Network

Aboriginal Services continued to coordinate the Statewide Aboriginal Network (SWAN), facilitating a statewide forum and a training workshop each year. The SWAN enables Aboriginal staff from across the state to come together to discuss specific topics, undertake in professional development, and provides a significant amount of collegial support.

The SWAN training workshop in 2016 focused on training in dealing with clients suspected of methamphetamine use, and the use of the Aboriginal Cultural Identity Support Tool (ACIST) in the case management of children and young people.

Training

Training was a key focus for Families SA Aboriginal Services in order to support non-Aboriginal staff and increase their cultural knowledge, and better support children and young people, and their families. Aboriginal Services provided training to new and ongoing residential care staff throughout 2016.

Aboriginal impact statement

During 2016, Families SA implemented the Aboriginal Impact Statement (AIS), which is intended to strengthen culturally inclusive policies, practices, programs, contracts and initiatives, and to ensure that any impacts on Aboriginal business have been considered.

Senior Aboriginal Leaders Committee

Families SA Aboriginal Services continued to facilitate the Senior Aboriginal Leaders Committee (SALC). SALC consists of senior Aboriginal leaders from across Families SA and uses data analysis and evidence-based practice to inform and raise Aboriginal business with the Families SA Executive.

Recruitment

A strategic Aboriginal advisor was appointed to Families SA in 2016, in line with the Growing Our Own Recruitment and Retention strategy, which promotes a sustainable Aboriginal workforce and a culturally competent department.

Volunteering program

Since the reinvigoration of the Volunteer program in early 2015, there were 9 metropolitan and 8 country volunteer coordinators in 2016.

During the year, 4 statewide meetings were held. The program facilitated 38,160 hours of volunteer work (from 1 January 2016 to 31 December 2016) from 248 volunteers.

Policy and reporting governance arrangements

On 1 April 2016, new governance and reporting arrangements were established to oversee Families SA strategic initiatives, including a new operational model for a dedicated project management unit. The Redesign Board was formally decommissioned and the Redesign Programme Office replaced by the Project Delivery unit.

Other services for children and families

Adoption legislative changes

In 2014, the South Australian Government announced a review of [adoption legislation](#). A public consultation commenced in January 2015 and the review report was delivered in November 2015. The *Adoption (Review) Amendment Bill 2016* was drafted to implement the recommendations of the 2015 review of the South Australian Adoption Act by Associate Professor Lorna Hallahan.

The [Adoption \(Review\) Amendment Bill 2016](#) was passed in the Legislative Council on 7 December 2016. The Adoption Regulations will be redrafted in early 2017.

The Bill addresses the legacy of past practices of closed adoption and the need to establish the optimal conditions for adoption in the current era.

Adoptions

South Australian adoption data is collected for 3 main data sets: adoption orders granted, adoption information released, and adoption vetoes in place. This data is provided to the Australian Institute of Health and Welfare and published annually in [Adoptions Australia](#).

Adoption orders are granted in the categories of 'local adoption', 'intercountry adoption' and 'known child adoption'. Parties to an adoption can apply for access to the adoption file to receive information about the adoption. Parties to an adoption finalised before 17 August 1989 may place a restriction (veto) on the release of identifying information.

South Australian adoption data for 2015-16

Local adoptions	2
Known child adoptions	1
Intercountry adoptions	14
Adoption information applications	275
Adoption vetoes in place at 30 June 2016	375

Intercountry adoptions

Domestic and intercountry adoption services were provided by Families SA in line with the *Adoption Act 1988*, and include assessing, training and supporting people who apply to adopt a child from South Australia or overseas. Social work and administrative services were provided for the matching, placement and supervision of children placed for adoption with approved prospective adoptive parents. Social work services were also provided to people considering relinquishing their child for adoption.

Intercountry adoptions – country of origin 2015-16

Afghanistan	4
Angola	1
Bhutan	3
Burundi	4
Congo	3
Eritrea	3
Ethiopia	1
Guinea	1
Liberia	4
Myanmar	4
Sierra Leone	4
Sri Lanka	1
Sudan	6
Vietnam	2
Total	41

Services to new and emerging communities

The Australian Government provides guardianship case management services to unaccompanied humanitarian minors who settle in South Australia subsequent to being issued with humanitarian visas. Staff also train and support foster carers to care for children and young people from a refugee background who arrive in Australia without a relative.

Unaccompanied humanitarian minors 2015-16

Chile	3
China	1
Colombia	3
Philippines	2
South Korea	2
Taiwan	3
Total	14

Responding to Abuse and Neglect – Education and Care (RAN-EC Training)

The *Children's Protection Act 1993* requires DECD staff and volunteers to notify through the Child Abuse Report Line (131 478) if they suspect on reasonable grounds that a child has been, or is being, abused or neglected. Everyone seeking to work or volunteer with children and young people on DECD sites must undertake RAN-EC training about their child protection responsibilities. This responsibility is part of the broad duty of care that staff and volunteers have towards the safety and wellbeing of children and young people.

Completion of RAN-EC training is a requirement for applications for renewal of teacher registration with the Teachers' Registration Board of South Australia and completion of the RAN-EC update training course is a requirement for ongoing employment in education and care environments in South Australia.

Once employed, DECD staff are required to undertake online [RAN-EC update training](#) every 3 years.

During 2016, quality assurance of the delivery of RAN-EC training was the focus of activity together with the development of an online RAN-EC induction for volunteers.

Strategies for Managing Abuse Related Trauma (SMART) training

As part of the government's Keeping Them Safe Child Protection Reform Agenda, in collaboration with the Australian Childhood Foundation (ACF) the department developed the [SMART professional learning program](#). The program supports 2 of the government's strategic priorities, [Every Chance For Every Child](#), and [Safe Communities, Healthy Neighbourhoods](#).

Effectively responding to the needs of children and young people who have experienced abuse, neglect, family violence and trauma is critical, and the SMART program assists the capacity of school and early childhood staff to do this.

During 2016, in line with the Nyland Royal Commission recommendations, further planning took place with ACF to deliver SMART training to ancillary staff in 2017. Work also began on a pilot for a whole-of-partnership approach to the delivery of SMART training in 2017, so that a consistent and best-practice approach is implemented by preschools and schools within an area.



Chapter 5:

Engage children, families and communities

Involving the community and supporting students

Parent engagement

In 2016 DECD initiated the first phase of a department-wide approach to parent engagement. The new approach aims to recognise parents as their children's primary educators, particularly in the years before formal schooling, and to help parents understand how children learn and how they may best support their child at all ages and stages of school.

In July 2016, DECD hosted a GovChat event providing a mechanism for parent feedback and direct access to the Minister for Education and Child Development and senior decision makers in DECD via telephone, social media and online. The theme of 'How can we support your child's education?' resulted in the following levels of engagement with parents:

- almost 4000 views of 4 live Facebook videos
- 41 Facebook comments that reached an additional 15,165 people
- 44 calls with a total talk time of 7 hours and 35 minutes
- feedback provided through a 2-week online consultation process in the lead up to the event resulted in almost 70 online comments and parent engagement survey responses.

This data provides a solid evidence base for future parent engagement activities and strategies.

In October 2016, a series of Parents in Education (PiE) Week events were held. These events were designed to help parents understand what their child is learning and to provide practical advice on how to support their child's learning. During the week all public events were broadcast for the first time. The webcasting option tripled the number of parents able to participate, either through live viewing online from home or for up to 3 months after the event, and via site or organisation-hosted webcast events.

The 2016 PiE Week events successfully engaged more than 1680 parents, representing a 1000% increase in engagement numbers and 500% increase in participation levels from 2015. As a result of the events:

- 93% of parents identified as feeling more informed and more confident in being able to support their child's learning and development
- 88% of parents committed to carry out follow up action in relation to supporting their child's learning and development as a direct result of attending a PiE Week event.

At the Royal Adelaide Show and during Parents in Education Week 2016, a total of 625 surveys were completed by parents providing feedback on preferences for receiving information. This data will be used to inform the development of an overarching departmental parent engagement framework and future parent engagement activities and initiatives.

Survey of wellbeing and student engagement

The Survey of Wellbeing and Student Engagement, formerly the Middle Years Development Instrument, is a survey that students self-complete between the ages of 8 and 14. It gives young people the opportunity to tell adults about their social and emotional wellbeing, learning in school, health and lifestyle, and experiences and concerns both inside and outside of school.

A total of 29,510 South Australian students from 368 schools participated in the survey in 2015.

Following survey completion, participating schools received a customised school report containing data about their students' self-reported wellbeing, providing schools with statistically valid information that they can compare year on year to see changes overtime. It is expected that these reports will assist school planning.

In 2016, DECD supported South Australian primary and secondary schools to undertake a middle years wellbeing survey for the fourth consecutive year. More than 90% of students at school on the collection days took the opportunity to make their voices heard, with 43,093 students from across 500 schools participating in the survey.

Volunteers in education and care

There are more than 25,000 volunteers working within government education and care services across the state, many of whom are parents and guardians. This is a significant contribution toward achieving the state government target of 70% or more of South Australians volunteering.

Volunteers bring life skills, expertise, knowledge and diversity to a range of activities in schools, preschools and early childhood settings.

In June 2016, a 2-year system improvement plan began. The key aims are to sustain and grow the level of volunteer involvement at education and care sites.

These aims will be achieved by improving:

- ways for site leaders to meet all necessary policy and legislative requirements in relation to child safety, volunteer rights and responsibilities
- coordination by staff working with volunteers to ensure that suitable volunteers who are committed to working with children and young people are provided with appropriate support and resources
- clear and consistent advice to volunteers by sites and ensuring they receive appropriate induction, training and ongoing support.

Once again DECD volunteers were recognised throughout the year and thanked for their significant contribution during National Volunteer Week. Sites also undertook a range of celebratory activities acknowledging their volunteers including presentation of the Minister's Award for Outstanding Volunteer Service.

DECD staff continued to be active and productive partners in the cross-sector [Volunteering Strategy for South Australia \(2014-2020\)](#).

Child Friendly SA

[Child Friendly SA](#) is a partnership between DECD, UNICEF Australia and the Local Government Association of SA. The Child Friendly SA initiative provides a model for communities to work together to improve outcomes for children and young people. This model is a first in Australia and can be used by any organisation involved in considering, planning, implementing and measuring programs to improve child development outcomes.

In South Australia, councils have been working together with their communities to improve child development outcomes in 6 key areas: education, health, safety, active participation (children's voices), belonging (including wellbeing), play and leisure. These 6 goals reflect the UN Convention on the Rights of the Child so any council or community organisation adopting the Child Friendly SA approach is also supporting the protection of children's rights in their local area.

There are 2 guides produced by the department, together with UNICEF Australia and the Local Government Association of South Australia, which organisations can use to become child friendly. The Local Government Association of South Australia also offers Child Friendly SA training workshops for councils and communities with an interest in becoming more child friendly. The training is delivered by DECD, Community Centres SA and Save the Children SA.

Child Friendly SA was launched in October 2016 by the Minister for Education and Child Development in partnership with UNICEF Australia and the Local Government Association of South Australia as the first ever national planning framework for developing child-friendly cities across Australia.

Strategies to support and engage Aboriginal students preschool to year 12

NAPLAN performance reporting

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

NAPLAN tests reading, writing, numeracy and language conventions (spelling, grammar and punctuation).

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).

NAPLAN 2016 – Aboriginal students

Year	Aspect	At or above minimum standard [%]	Above minimum standard [%]	High proficiency bands [%]
3	Reading	74.7	51.8	14.7
	Writing	82.5	66.5	14.0
	Numeracy	78.0	47.8	6.7
	Spelling	73.2	54.8	16.2
	Grammar	75.2	54.1	15.9
5	Reading	67.2	44.9	6.9
	Writing	70.1	41.8	3.1
	Numeracy	71.0	38.7	3.3
	Spelling	72.2	48.7	6.7
	Grammar	70.1	44.6	6.3
7	Reading	78.7	47.4	5.1
	Writing	67.3	38.5	3.4
	Numeracy	79.9	45.5	3.9
	Spelling	75.1	51.0	8.5
	Grammar	70.6	41.6	4.8
9	Reading	74.4	43.5	2.8
	Writing	52.1	23.9	1.6
	Numeracy	80.1	41.9	1.8
	Spelling	69.3	44.8	4.4
	Grammar	66.9	34.0	1.8

Across Australia, Aboriginal students do not achieve as well as non-Aboriginal students. The difference in achievement is large, both in terms of mean scale scores and the percentages ‘at or above the national minimum standard’.

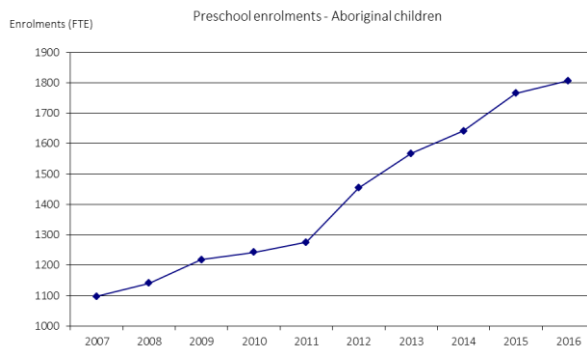
For SA, year 9 Aboriginal students in 2016 numeracy had the highest percentage at or above national minimum standard at 80.1%.

There was an improvement in the percentage at or above national minimum standards in writing and grammar, and the percentage above national minimum standard in reading, writing and grammar for SA year 9 Aboriginal students from 2015 to 2016.

The gap in the percentage at or above national minimum standard between SA year 9 Aboriginal and non-Aboriginal students decreased from 2015 to 2016 in writing and grammar.

DECD has specific initiatives in place that provide supplementary and direct assistance to partnerships and schools to support Aboriginal student literacy and numeracy. Those initiatives are summarised in this chapter.

Aboriginal preschool enrolments have increased significantly from 1097 in 2007 to 1807 in 2016, a 65% increase.



Source: DECD Preschool Staffing Data Collection, term 2, 2007-2013 and Annual Children’s Services Census 2014-2016

Aboriginal education and engagement

Critical to improving student outcomes is the acknowledgement of parents as the primary nurturers of their child’s learning. DECD strives to engage Aboriginal parents with schools and staff through a number of methods including Aboriginal Community Voice forums and parent satisfaction surveys, partnering with the South Australian Aboriginal Education and Training Consultative Council (SAAETCC), and staffing resources specifically dedicated to supporting the engagement of Aboriginal students and families.

Our goal is to develop genuine school and community partnerships based on the principles of cross-cultural respect. Implemented programs build the capacity of Aboriginal parents and carers in their role as primary care givers.

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

Aboriginal education staffing resources

In 2016, 775 DECD employees identified as Aboriginal people, which represents 2.6% of overall DECD employment, exceeding South Australia’s Strategic Plan target. Despite this, 50% of employment categories are yet to meet the 2% representation including school sector teacher leaders (0.5%), school sector teachers and other groups (0.7%).

Of the total DECD Aboriginal workforce, 77.3% were employed under the *Education Act 1972* with the majority (341) employed under the Aboriginal Education Worker Award, consisting of 110 full-time and 231 part-time employees. Of the 341, 272 (80%) were female.

To enable mainstream service delivery to more effectively support improved access, participation and outcomes for Aboriginal children and young people staffing resources included Aboriginal cultural consultants, Aboriginal education teachers, Aboriginal community education managers, Aboriginal inclusion officers, Aboriginal secondary education transition officers and Aboriginal community education officers.

The 2016 Aboriginal education teacher allocation was 115.47 FTE across 250 South Australian government schools.

Aboriginal student enrolments

There were 10,704.7 Aboriginal students enrolled in government schools in South Australia in 2016. This is an increase from 9,006.7 in 2012. In 2016, 52% of Aboriginal student enrolments were in the metropolitan area and 48% in regional and remote areas of South Australia.

Enrolment (FTE) – Aboriginal students by geographic area 2012 to 2016

Geographical area	2012	2013	2014	2015	2016
Metropolitan	4611.0	4809.0	5005.3	5366.6	5610.8
Provincial	2924.2	3137.1	3216.5	3467.5	3584.5
Remote	431.4	460.0	515.4	529.2	543.9
Very remote	1040.1	1048.4	1000.9	1003.9	965.5
Total	9006.7	9454.5	9738.1	10,367.2	10,704.7

Source: Term 3 DECD School Enrolment Census

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

Enrolment (FTE) – Aboriginal students in government schools, 2015 and 2016

Level	2015	2016	Change	% Change
Primary	6722.4	6867.5	145.1	2.2%↑
Secondary	3644.8	3837.2	192.4	5.3%↑
Total	10,367.2	10,704.7	337.5	3.3%↑
% of total enrolments	6.2%	6.3%		

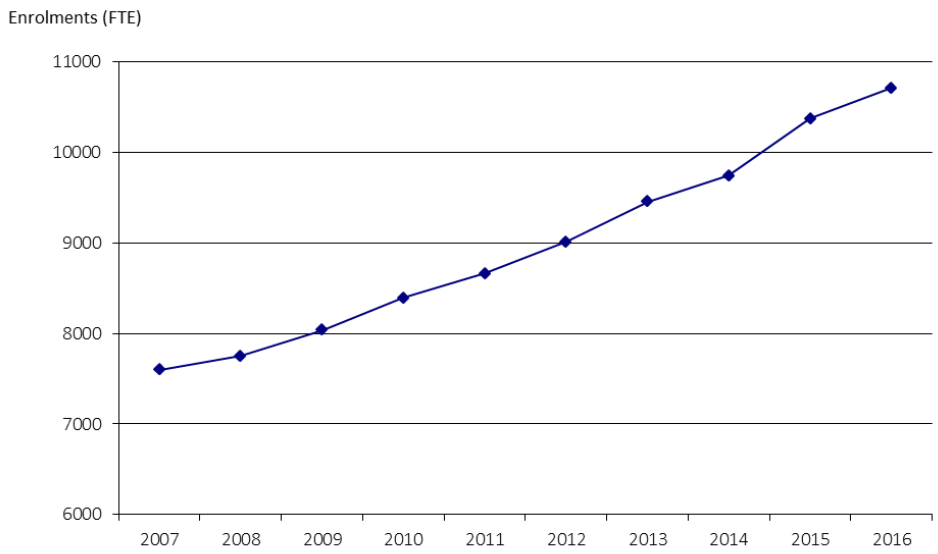
Source: DECD Term 3 School Enrolment Census, 2015 and 2016

Total enrolments 2015-2016

	2015	2016
Total enrolments	168,439.0	170,772.7

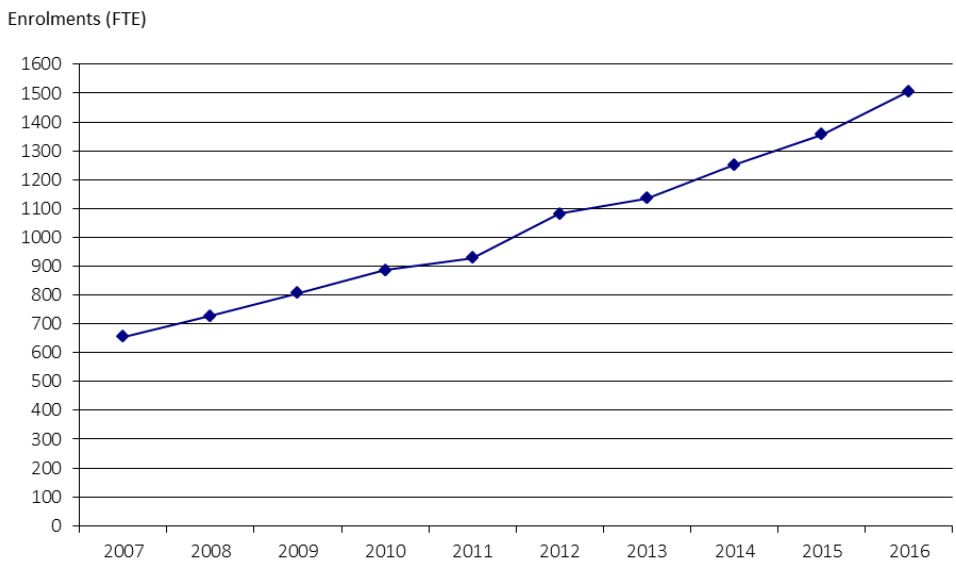
Source: DECD Term 3 School Enrolment Census, 2015 and 2016

Enrolments (FTE) – Aboriginal students in SA government schools, 2007-2016



Source: DECD Term 3 School Enrolment Census 2007-2016

Enrolments (FTE) – Aboriginal students in years 11 and 12 SA government schools, 2007-2016

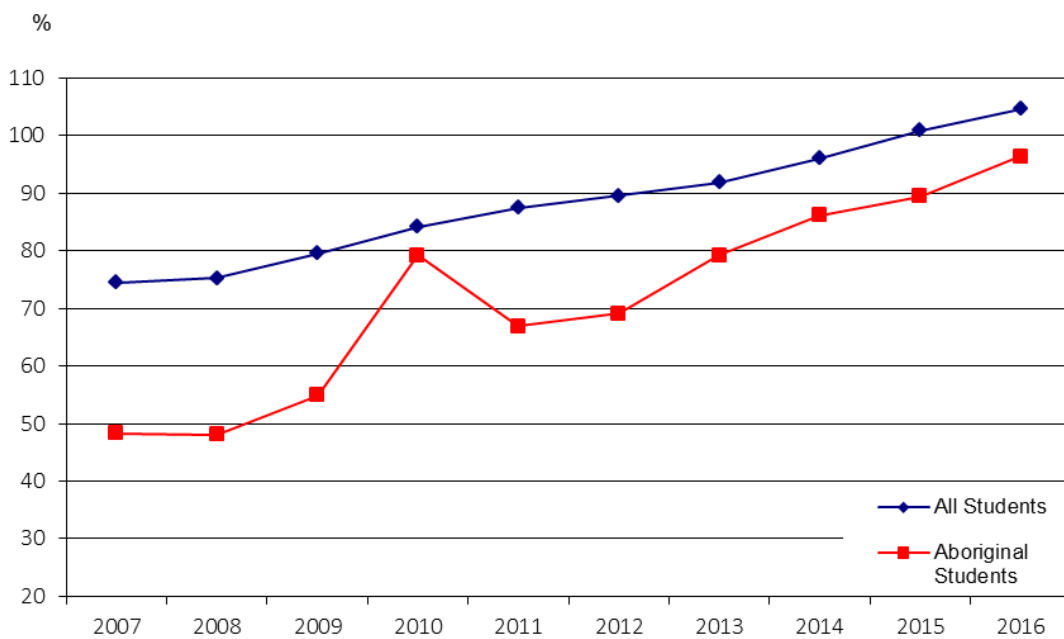


Source: DECD Term 3 School Enrolment Census, 2007-2016

Aboriginal student retention

The year 8 to 12 apparent retention rate for Aboriginal students in government schools was 96.4% FTE in 2016. The year 8 to 12 retention rate for Aboriginal students has continued to trend upwards since 2005.

Apparent retention rates (FTE) in SA government schools - Aboriginal years 8-12 (as compared with all students) 2007-2016



Source: DECD term 3 School Enrolment Census, 2007-2016

Apparent retention rates – Aboriginal students in SA government schools, years 8 to 12, 2015 and 2016

	2015		2016	
	Full time	FTE	Full time	FTE
Years 8-12				
Males	76.8%	78.7%	84.9%	86.2%
Females	97.1%	99.7%	103.8%	106.4%
Total	87.2%	89.5%	94.5%	96.4%
Years 10-12				
Males	75.4%	76.9%	87.3%	88.8%
Females	99.7%	102.4%	102.0%	104.8%
Total	87.6%	89.6%	94.9%	97.1%

Source: DECD term 3 School Enrolment Census, 2015 and 2016

Aboriginal student SACE achievements in South Australia

A record 232 Aboriginal students in government schools successfully completed their SACE in 2016 – the most ever – up from 217 in 2015.

In 2017, the SACE Board released the [SACE Board Aboriginal Education Strategy 2017–2021](#) to support the increase in young Aboriginal people completing their senior secondary education.

Aboriginal Programs Assistance Scheme (APAS)

In 2016, 370 government schools received [funding](#) to support 3408 Aboriginal students, comprising 1748 in primary years and 1660 in years 11 and 12. Of the 370 government schools, 167 were regional and remote schools. Of the 3408 Aboriginal students who received support, 1638 were from regional and remote schools in South Australia.

Homework centres

In 2016, the [Aboriginal Program Assistance Scheme](#) supported 13 homework centres to operate in 12 DECD education partnerships; 538 students were engaged in homework centres and 78 teachers, community members and parents involved in the centres.

Dame Roma Mitchell Scholarships

In 2016, 8 Aboriginal students were recipients of the [Dame Roma Mitchell Scholarships](#), including 4 students from country areas, and 4 from metropolitan areas of South Australia. Each of these 8 students will receive a scholarship to support them to complete their SACE.

Walk Along Initiative

The Walk Along team provided support to 32 visiting Anangu families and successfully enrolled 51 Anangu students (4 preschool, 32 primary and 15 secondary) in metropolitan preschools and schools in 2016. See page 78 for details.

Aboriginal community engagement

In 2016, there were 110 Aboriginal people on school governing councils and 178 Aboriginal people on Aboriginal Voice committees across the state.

South Australia Aboriginal Sports Training Academy (SAASTA)

In 2016, there were 394 Aboriginal students across years 10, 11 & 12 from 51 government schools enrolled in 16 [SAASTA](#) academies across the state. See page 78-79 for details.

SAASTA continues to show improvement in student SACE achievement. In 2015, there were 64 students that achieved their SACE. In 2016, 77 out of 108 (71%) Aboriginal SAASTA students achieved their SACE, an increase of 13 students from 2015, with the same number of students starting year 12.

In 2016, 108 students completed their Certificate III in Sport and Recreation.

Flexible learning options (FLO)

The FLO enrolment strategy caters for young people aged 13-21 years old who have disengaged from secondary school with complex social and emotional barriers to their engagement in learning. A FLO enrolment allows schools to use student enrolment funding in a flexible manner to support the student's wellbeing and engagement in an accredited personalised learning program.

For further FLO reporting see page 77 (Chapter 6).

YourSAy and other community engagement initiatives

Education and Services Bill 2016

In December 2016, public consultation began through the [YourSAy website](#) on the Education and Services Bill 2016, where South Australians are invited to comment until March 2017. This new legislation is proposed to replace the *Education Act 1972* and the *Children's Services Act 1985*, which will entrench a single Act of Parliament to underpin the public education and care system.

The draft Bill updates and refines existing general administrative and employment functions, with a focus on attendance to strengthen provisions for compulsory enrolment and attendance at school, supported by new family conferences and stronger penalties for truancy.

There are a number of other significant changes in the Bill to improve student and staff safety, modernise employment arrangements and improve information sharing between schools. The plan for streamlined allied health and broader student support will ensure children and young people get the local services they need.



Chapter 6:

Right service at the right time

School enrolments, attendance and retention preschool to year 12

Ensuring that all children and young people are engaged in an approved care, education or training program is a priority for DECD. Research demonstrates that regular attendance at school is essential to help students to maximise their potential and significantly improves healthy, productive and fulfilling life opportunities for young people into adulthood.

Recognised as a protective factor, attendance at school also plays a central role in supporting safety and wellbeing in children and young people by:

- providing safe, respectful and engaging environments
- helping children and young people to develop and expect positive relationships with others
- helping children and young people to be resilient and resourceful in dealing with stress and adversity.

The department has a suite of responses, including case management support and interagency responses with the Department for Child Protection and other agencies, to address the issues that result in student non-attendance. For details of the proposed new legislation to support attendance at school, see page 67 (Engage children, families and communities).

The DECD support services model has a range of roles that work across the (education) partnerships with learners (K-12) with attendance, engagement and retention issues and their families based on need including:

- attendance and engagement officers who provide:
 - identification of needs and data analysis
 - advice at individual, group, site and community levels
 - case work management and case management/coordination
 - more proactive approaches and whole-site and community responses to attendance and engagement concerns
- DECD 'family focus' workers who provide:
 - identification and prioritisation of the needs of families
 - advocacy, liaison between families/sites/agencies
 - capacity building of sites/partnerships to understand and engage families
 - advice and strategies to sites, partnerships and families
 - workshops for families, partnerships and site staff.

Early childhood data

Number of childhood education and care SERVICES, birth to 6 years of age 2014 to 2016

Service or program ¹	2014	2015	2016
Preschools			
Government-provided school managed		85	85
Government-provided standalone		249	246
Government provided – children’s centres		42	43
Government provided – integrated centres		13	13
Total government provided preschool services		389	387
Non-government funded services	134	139	160
Total preschool services	525	528	547
Other early childhood care and child development services			
Playcentres	28	28	28
Family day care	12	12	12
Respite care		70	91
Rural care ⁴	13	18	17
Occasional care ⁴	89	87	90
Learning Together @ Home	12	12	12

Notes:

1. This table covers services for children and young people ranging in age from birth to 6. New breakdowns by type of government provided preschool service were introduced for the 2015 report
2. There are 2 children’s centres that do not operate a preschool program but do offer a range of early childhood development and parenting programs
3. Respite care data reflects total number of approved Respite Care program care providers.

Source: Annual Census of Children’s Services, August 2016 and DECD administrative databases

Number of CHILDREN in education and care services, birth to 6 years of age 2014-2016

Service or program ¹	2014	2015	2016
Preschool			
Government-provided – school-managed		2250	2411
Government-provided – standalone		11,695	11,558
Government provided - children’s centres		2591	2573
Government provided – integrated centres		581	499
Total government provided preschool enrolments ²	17,685	17,117	17,041
Non-government grant-funded services	3011	3 073	3048
Total preschool enrolments ²	20,696	20,190	20,089
Other early childhood care and development services			
Children’s centres ³		952	808
Integrated centres ³		303	443
Playcentres	437	463	430
Family day care ⁴	9000	8528	7474
Respite care ⁵	Not reported	195	196
Rural care ⁶	330	407	452
Occasional care ⁷	2884	2764	3000
Learning Together @ Home	1790	1523	1319

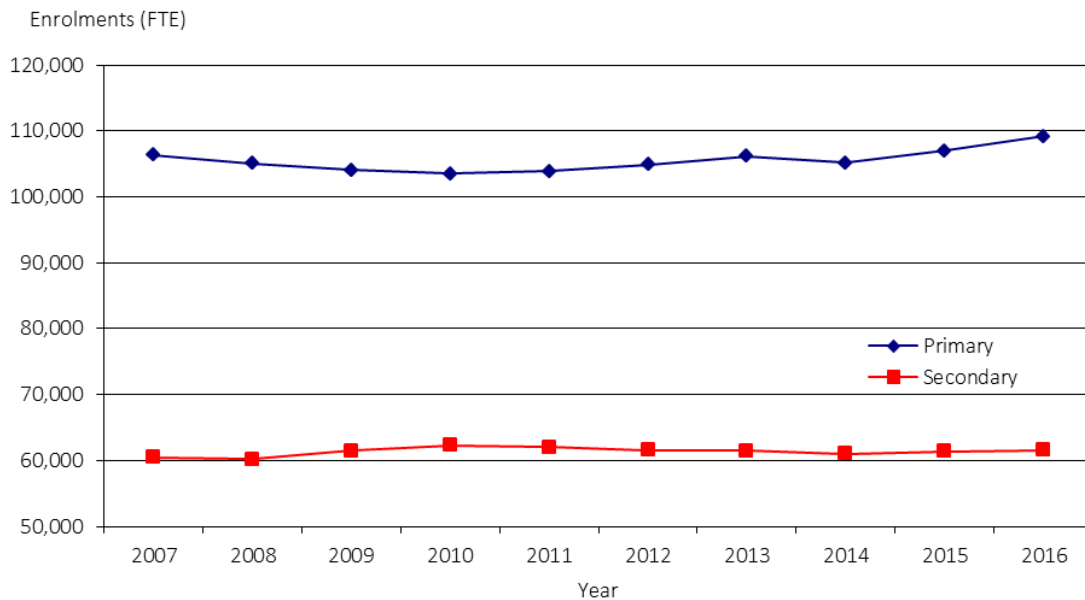
Notes:

1. This table covers services for children and young people ranging in age from birth to age 6 enrolled and attending services or programs that are operated, funded or sponsored by DECD. New breakdowns of enrolments by type of government provided preschool service were introduced for the 2015 report
2. Children enrolled in unfunded early entry programs are no longer counted for government provided preschool services from 2015 (409 children were enrolled in an early entry program in 2015)
3. Enrolments in children’s centres and integrated centres are children who have been reported as only accessing childcare programs at these centres and not preschool. Children enrolled in both preschool and child care programs have been counted as a preschool enrolment and not included in the child care numbers to avoid double counting
4. Total number of registered children across all DECD family day care schemes January 2016 to December 2016 recorded at the DECD Family Day Care Business Centre
5. Respite Care program data is inclusive of all children and young people enrolled as at 31 December 2016
6. Rural care enrolments as supplied by the DECD FDC Business Centre from Term 3, 2016
7. Occasional care is reported as the number of child sessions available each day and not the actual number of children attending the program. The number of sessions available has increased due to 8 additional preschool services offering occasional care as part of the National Occasional Care program

Source: Annual Census of Children’s Services, August 2016 and DECD administrative databases

Enrolments in SA government schools

SA government school enrolments (FTE) – Primary and secondary, term 3, 2007-2016



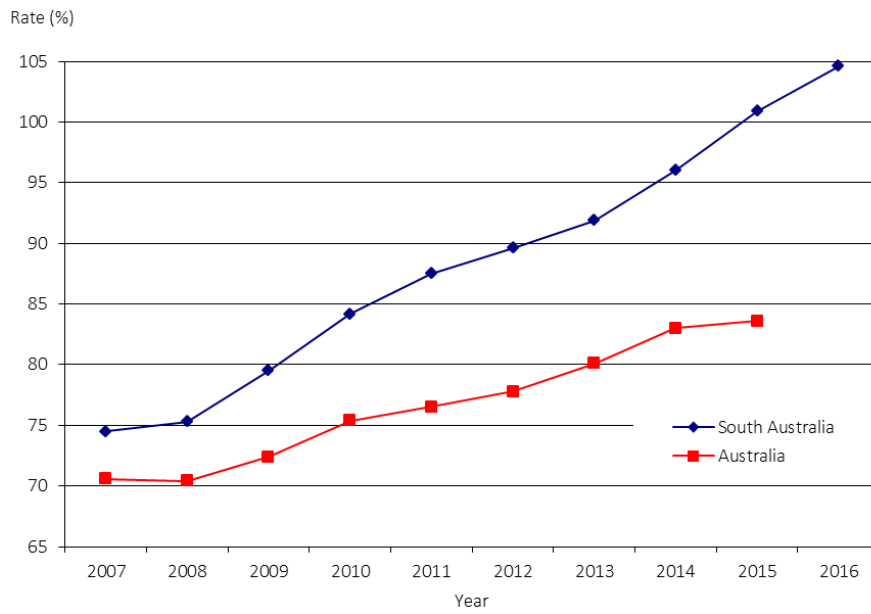
Source: DECD Term 3 School Enrolment Census 2007-2016

Apparent retention rates – students at South Australian government schools years 8-12 and years 10-12 (2015-2016)

Level	2015		2016	
	Full-time	FTE	Full-time	FTE
Years 8-12				
Males	90.8%	94.8%	94.0%	98.1%
Females	101.9%	107.3%	105.8%	111.5%
Total	96.2%	100.9%	99.7%	104.6%
Years 10-12				
Males	86.1%	89.8%	90.9%	94.9%
Females	96.5%	101.5%	99.9%	105.2%
Total	91.1%	95.5%	95.3%	99.9%

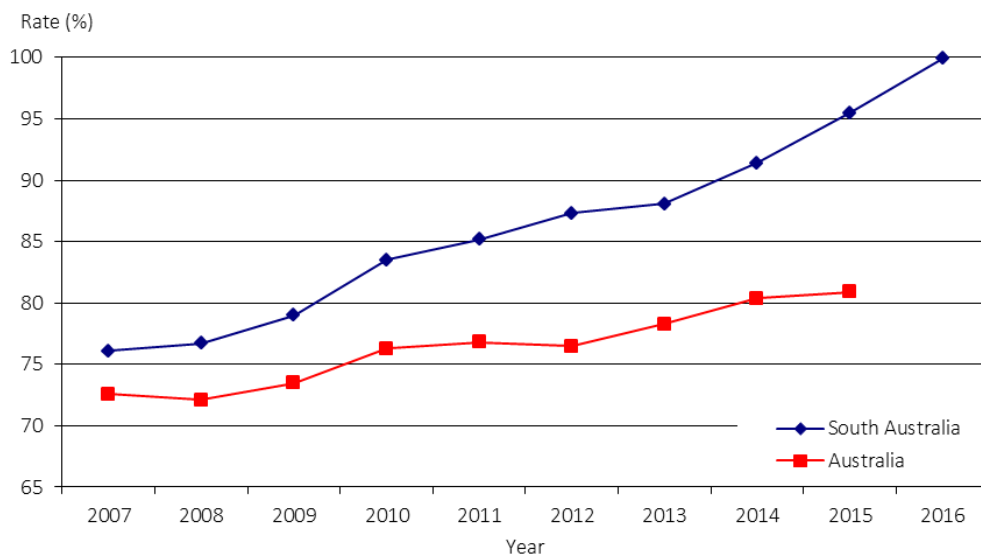
Source: DECD Term 3 School Enrolment Census, 2015-2016

Apparent retention rate in government schools (FTE) – Years 7/8-12 (2007-2016)



Source: DECD Term 3 School Enrolment Census, 2007-2016, ABS Schools Australia (Cat 4221.0)

Apparent retention rate in government schools (FTE) – Years 10-12 (2007-2016)



Source: DECD Term 3 School Enrolment Census, 2007-2016, ABS Schools Australia (Cat 4221.0)

Support to schools – 3 waves of intervention

DECD's Student Support Services provides support to schools and preschools to meet the needs of children with disabilities or additional needs. DECD staff available to assist sites includes social workers, attendance and engagement and family-focused social workers, psychologists, speech pathologists, special educators, special educators hearing and behaviour support coaches. These staff are based in education offices across the state to provide local support.

In 2016 a new framework, 3 Waves of Intervention, was developed. The framework describes the range of support available to sites to assist students and educators. The framework includes proactive capacity building with educators, sites and partnerships.

New staff ratios in government preschools

The South Australian government invested \$60 million over the financial years 2015-16 to 2019-20 to employ additional early childhood educators from the beginning of 2016 to provide at least 1 educator for every 10 children in public preschools in areas of greatest need, and 1 educator for every 11 children in other public preschools.

In 2016, a new preschool enrolment procedure was developed to support access to public preschools, while ensuring resources are allocated as efficiently as possible by aligning enrolments as closely as possible to the required ratios.

A key element of the procedure is ensuring that all eligible preschool children who wish to access a DECD preschool will be offered a place.

Children's centres

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

During 2016 work progressed on developing the 5 new children's centres announced in the 2015-16 State budget to be located at Pennington, Renown Park, Roxby Downs, Seaton and Mount Barker.

The Seaton Children's Centre began operation in term 4, 2016 and construction at Renown Park is on track for completion by mid-2017.

In November 2016, the South Australian government and BHP Billiton agreed to invest \$2m each to deliver improved early childhood services for the community of Roxby Downs at the Roxby Downs Area School. It is anticipated that the centres at Mount Barker, Pennington and Roxby Downs will be completed in 2018.

Expansion of support services in children's centres

Since 2014 the government's commitment to expanding the range of services within children's centres has helped children and parents get the early childhood development support they need, when they need it. The expanded Children's Centres Family Support program now consists of 47.7 FTE staff

providing more developmental support in early childhood education and care settings to increase prevention and early intervention for developmental concerns in our youngest children. Additional family services coordinators provide targeted support for disadvantaged families such as parenting support and group programs. Speech pathologists and occupational therapists provide increased support for parents and educators to address developmental vulnerability for young children and their families.

The Responsive Relationships project aims to strengthen children's relationships and improve health, wellbeing and learning outcomes through children's centres. The approach draws upon the Early Years Learning framework, the Reflect, Respect, Relate resource, and attachment-informed practice to assist multidisciplinary teams in embedding nine responsive interaction skills into everyday work practices.

During 2016 the Responsive Relationships project was piloted at 3 children's centres: Tynyri, Hackham West and Darlington. Evaluation of this project is being conducted in partnership with the University of South Australia. Results so far indicate that the Responsive Relationship approach supports reflective practice and strengthens effective teamwork to support children's healthy development and learning.

Rural care

The DECD Rural Care program provides child care in rural and remote communities where the traditional model of centre-based long day care would not be viable due to the small numbers of children requiring care.

Economies of scale are achieved as the program is offered alongside government preschools under the leadership of the preschool director or principal. Rural care services can offer care for a minimum of 7 child places at any one time and dependant on demand from communities, up to 15 child places from birth to 12 years of age. The services offer care for 10 hours per day, 5 days a week for 50 weeks per year.

There are 17 rural care services currently operating in government preschools offering 452 places to rural communities. In July 2016, Andamooka rural care service was closed due to low demand. Of the remaining services, 7 have increased available child places to meet community demand in 2016.

Occasional care

DECD delivers an occasional care program from 90 preschools and children's centres in rural and metropolitan areas throughout South Australia. The focus of the program is to provide care for children in communities where there are limited child care options.

Approximately 46 FTE qualified staff deliver the program. The program offers child care on a sessional basis, usually for up to 3 hours per session, and children generally access up to 1 session of care per week. Approximately 3000 places are available each week.

On 29 January 2015, the Minister for Education and Child Development entered into the Agreement for the National Occasional Care (NOC) program, which means that South Australia will receive \$1.283 million for a 4-year period from 2014-15 to 2017-18. The program's focus is on increasing occasional care services, particularly in rural, regional and remote areas that do not currently have access to child care. In 2016, there were 9 occasional care services funded under the NOC program. Planning is underway to establish 2 new services under the NOC program (in term 1 2017), at Cambrai and Loxton North.

Out of school hours care

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

As at 31 December 2016, there were 232 OSHC services operating on DECD sites; 175 of these services were operated by school governing councils, and 57 by third-party providers.

In 2016, the OSHC policy and procedure for the provision of OSHC on DECD sites were reviewed for compliance. As part of this review, the contract term was increased to a base 3-year term with 2, 3-year extension options; balancing commercial attractiveness with the ability to effectively manage service provision. This is effective from 1 January 2017.

Learning Together

Learning Together is a DECD program for families with children aged birth to before preschool. The program's intention is to improve early learning outcomes for children, by engaging families in their children's learning right from the start.

Following the 2015 review of the Learning Together program, 2016 saw a more focused alignment of the Learning Together program with children's centres for early childhood development and parenting. This allowed staff to work closely with a multi-disciplinary team, providing targeted support to families in areas such as speech, general development and strengthening parenting skills. These connections will continue to develop in 2017, providing families with improved access to a wide range of services.

Increased support for students with disability

DECD opened new special education facilities across South Australia in 2016, including:

- special classes at Elizabeth Park Primary School, Mount Gambier North Primary School, Swallowcliffe School P-7 and Brahma Lodge Primary School
- 2 additional classrooms at Adelaide North Special School
- 3 additional Adelaide North Special School pathway classrooms at Elizabeth Vale Primary School
- a 2-classroom disability unit at Seaford Rise Primary School.

DECD announced a \$5m increase in funding to create new disability programs, classrooms and facilities beginning in 2017. This will create 25 further options:

- 4 extra junior primary special classes
- 4 extra primary special classes
- 12 extra secondary special classes
- 2 extra inclusive preschool program classes
- 2 extra secondary disability unit classes
- 1 extra primary disability unit class.

There was an increase of \$4m to the Learning Difficulties Grant to assist schools supporting students with learning difficulties. An increase of \$1m to the Preschool Support program will enable preschools to assist children with disability and complex needs.

Centres for Hearing Impaired

During 2015-16 the learning outcomes for students with significant hearing loss in the Centres for Hearing Impaired was reviewed. As a result of the review and consultation, a renewed model for Centres for Hearing Impaired was introduced to deliver improved outcomes, retention and wellbeing for students with significant hearing loss.

The new Centres for Hearing Impaired model includes:

- inclusive learning environments and programs where the model of teaching and learning reflects international research and best practice
- consolidation of the Centres for Hearing Impaired Centres into 4 locations at Klemzig Primary School, Brighton Primary School, Adelaide High School and Windsor Gardens Secondary College
- increased resourcing for a new speech pathology and psychology service, introduction of educational interpreters in secondary centres, introduction of a standard in Auslan (Australian Sign language), increased opportunities for hearing students to learn Auslan, and discipline-specific training for all centre staff.

FLO options – flexible learning

The flexible learning options (FLO) enrolment approach caters for young people aged 13-21 years old who have disengaged from secondary school with complex social and emotional barriers to their engagement in learning. FLO enrolment allows schools to use student enrolment funding in a flexible manner to support the student's wellbeing and engagement in an accredited personalised learning program.

For senior students, this is most often delivered in a community-based learning setting established by the local community in partnership with the local cluster of secondary schools. For FLO-enrolled students in years 8 and 9, the learning and case management activity occurs largely on the site of the school of enrolment.

A school FLO coordinator and a trained FLO case manager (from a non-government organisation on the DECD Approved Panel of Providers) are jointly responsible for developing a flexible learning and transition plan portfolio for the young person. This assists the young person to plan a future pathway to further education, training or employment. The plan must include access to accredited learning, both provided on a school site and in the community, often involving DECD teachers and non-government registered training organisations. A significant focus is placed on providing diverse and flexible learning opportunities to improve the students' literacy, numeracy and employability skills.

As at term 3, 2016 a total of 72 Flexible Community Learning Centres with approximately 300 community partners in metropolitan, regional and remote areas continued to support 4814 FLO-enrolled students. In term 3, 2016 there were 33 regional Flexible Learning Centres within a school and community partnership supporting regional and remote FLO-enrolled students. An average of 74.2% of regional FLO students who exited a FLO enrolment in 2015, have achieved a 'learning or earning' destination outcome.

A suite of flexible learning resources, targeting literacy, numeracy and employability skills through the completion of SACE compulsory subjects was also developed. These resources are available to all FLO students. As at term 3, 2016, 79.3% of FLO students had started work on their flexible learning and transition portfolio.

In June 2016 the FLO enrolment strategy was introduced for the first time in the ECD Anangu Lands Partnership. The implementation of FLO is an ongoing process, with the strong commitment and involvement of local schools within the ECD Anangu Lands Partnership and community. There are 8 Anangu communities currently supporting the FLO approach including Amata, Murputja, Pipalyatjara, Ernabella, Fregon, Indulkana, Mimili and Yalata.

The Anangu FLO students enrolled across these 8 communities will be supported not only by DECD and approved panel members but also through other Australian Government, state and private partners including the Commonwealth Department of Prime Minister and Cabinet, TAFE SA, Department of State Development and the Duke of Edinburgh International Awards.

Walk Along initiative

The Walk Along initiative supports Aboriginal children and young people who are moving with their families to Adelaide from the Anangu Pitjantjatjara Yankunytjatjara (APY) and Maralinga Tjarutja Lands.

The objective of the initiative is to identify Anangu families leaving the APY Lands and provide a contact point to re-engage in education on arrival in the Adelaide metropolitan area.

The Walk Along team operates as a mobile specialist team providing effective intervention for Anangu children, young people, their families, preschools and schools to ensure that continuity of education remains a priority when away from their home communities visiting in Adelaide. The team also supports staff in preschools and schools to address the learning and wellbeing needs of Anangu children and young people.

The Walk Along team provided support to 32 visiting Anangu families and successfully enrolled 51 Anangu students (4 preschool, 32 primary and 15 secondary) in metropolitan preschools and schools in 2016.

Workabout Centres

The Workabout Centre model engages Aboriginal young people in education and employment pathways by building relationships between education providers, industry, Aboriginal communities and other organisations.

There are 2 Workabout Centres operating, 1 across Northern metropolitan Adelaide and the other based at Port Augusta Secondary School.

The centres are an innovative, integrated model for connecting Aboriginal youth with pathways that lead to sustainable employment including pathways to post-secondary training, school based traineeships, apprenticeships, work experience programs and higher education.

In 2016, 221 Aboriginal students engaged in the Northern Area Workabout Centre, with 179 training outcomes and 15 employment outcomes achieved. Ten students were supported with work experience placement and 50 Aboriginal students participated in the Year 12 Transition project. A further 100 students engaged with the Port Augusta Workabout Centre, with 3 students starting school-based traineeships, 10 students gaining employment, and 38 students participating in work placement activities.

South Australia Aboriginal Sports Training Academy (SAASTA)

The South Australian Aboriginal Sports Training Academy (SAASTA) is a unique sporting and education program that provides Aboriginal secondary students in years 10, 11 and 12 with the skills, opportunities and confidence to achieve in the areas of sport, education, healthy living, leadership and transition to higher learning and/or employment.

The average state-wide attendance figure for SAASTA students exceeds 80%, with an average of 92.7% for all Aboriginal students who attended the Aboriginal Power Cup in May 2016. Students typically complete a minimum of 0.4 FTE of their SACE requirements per year of

enrolment in SAASTA, and most undertake the Certificate III in Sport and Recreation which counts for 50 SACE credits at Stage 2.

In 2016, there were 394 Aboriginal students across years 10, 11 & 12 from 51 government schools enrolled in 16 SAASTA academies across the state. An additional 39 students were enrolled in the SAASTA AFL Aboriginal Academy based at Port Adelaide Football Club, plus 17 students enrolled in the SAASTA Elite Netball Program based at Netball SA. This is a total of 450 SAASTA students.

At the start of 2016, there were 108 year 12 Aboriginal students enrolled in SAASTA, including the elite football and netball academies. During the year, 108 students completed their Certificate III in Sport and Recreation.

One Child One Plan

A new online system to create and update learning plans, One Child One Plan, is a single personalised learning and support plan that will replace a range of education and learning plans across sites including negotiated education plans, individual learning plans, individual education plans, attendance plans and behaviour plans.

The personalised learning and support plan will be prioritised for:

- children in preschool with high support needs
- children and young people with a verified disability
- children and young people under guardianship
- Aboriginal children and young people.

During 2016, a pilot of One Child One Plan was undertaken in the Murraylands Partnership across government schools, preschools and children's centres.

International education services in government schools

International Education Services (IES) is a business unit providing dedicated support and management of a range of fee-for-service international education programs in South Australian government schools.

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

In addition, IES manages the teacher exchange program on behalf of the department and regulates student exchange organisations to ensure compliance with national guidelines.

The main focus for IES through 2016 was to contribute towards South Australia's overseas student numbers, in line with the following state government target:

Increase the number of international students studying in South Australia from 28,300 in 2013 (baseline) to 35,500 by the end of 2017.

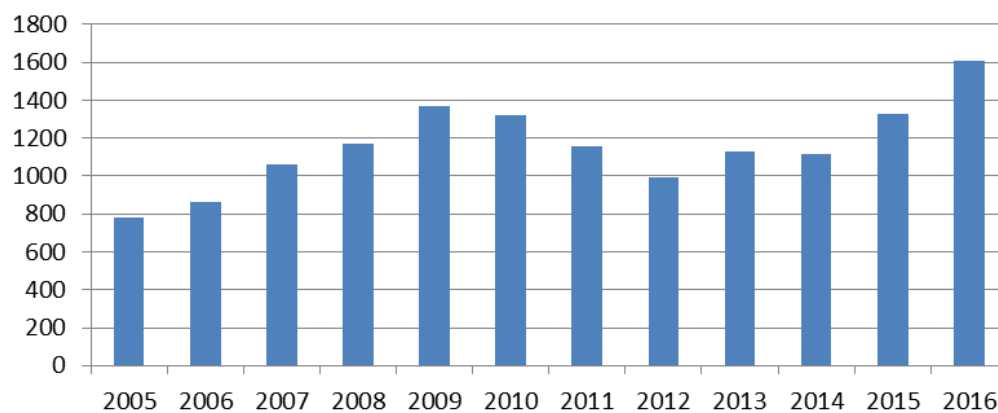
In 2016, IES managed strong growth in full fee-paying international student numbers across all markets. An overview of this growth is shown in the graph below.

National market share for international student enrolments (South Australian government schools on student visas) was 11% as at October 2016 (the same as 11% in October 2015).

In addition, South Australian government schools welcomed 316 short stay international students (studying for a maximum of 3 months) during 2016. These shorter study blocks are focused on cultural and language immersion experiences.

Study tours continued, with 1644 overseas students participating in study tour visits (usually 2 to 4 weeks in duration) to South Australian government schools. This equates to more than 23,264 visitor nights, making a significant contribution to the State tourism numbers, particularly during the quieter winter months of May to August.

International student enrolments (South Australian government schools on student visas) 1604 October 2016 (compared with 1377 as at October 2015) – 16% growth



Source: Department of Education and Training (DET), Australian Government - International Student Data



Chapter 7:

Build a better system

Continuous improvement – external school reviews

Since 2015, all South Australian public schools have been participating in an external school review within a 4-year cycle to provide quality assurance that every school is delivering high quality education for its students and families, and to identify opportunities for improvement at both the site and system level.

In 2016 more than 140 schools were reviewed.

The external school review process involves a review officer and review principal undertaking a rigorous 2 to 3 day review based on effective national and international school improvement research and best practice.

There are 5 key focus areas that reflect the characteristics identified as most influential in leading improvement in learning: student learning, effective teaching, effective leadership, school community partnerships and improvement agenda.

The review identifies where the school has the greatest potential to improve and provides this information to the school in the form of a report. In collaboration with the education director, the principal develops an improvement plan detailing the strategies and accountabilities to effectively implement the directions and incorporate them into the school improvement cycle.

Schools will generally be reviewed every 4 years but where significant improvement and support to build capacity is required, a 1-year return review will occur. Where schools are identified for a 1-year return review, a priority improvement plan is developed by the principal in collaboration with the education director.

Feedback from school leaders and communities indicates that the review process is challenging, respectful and extremely valuable in identifying the key levers for school improvement.

Review principals provide very positive feedback about the benefits of their participation in these reviews, particularly in terms of their own professional learning, which contributes to building leadership capacity across the system.

DECD use the external review reports to drive improvement at both the local level, through the implementation of the directions, and at the system level through system-wide trends and needs analysis.

Improving teacher quality – Teaching for Impact: A strategy to support teacher development 2016 to 2018

Released in September 2016, this strategy articulates DECD's commitment to attract, retain, develop and recognise public education teachers through a planned set of steps that guide their career development from pre-service preparation through to retirement. Teaching for Impact applies to all DECD teachers and preschool and school leaders and incorporates 5 priority actions. For further detail see page 89 (Chapter 9).

Delivering Digital

The department published [Delivering Digital 2016 to 2020](#) in April 2016 as an outcome of change priority 10 Building a High-Performing System, which was to deliver an ICT master plan. Delivering Digital outlines DECD's strategic priorities for information, communications, technology over the next 5 years.

Delivering Digital has 4 focus areas:

- delivery of advanced diagnostics, communication and learning tools
- secure, reliable access, anywhere, anytime
- integration of care and protection services
- digital central systems and infrastructure.

One example of projects underway is the Education Management System. Other initiatives such as improved bandwidth for schools and preschools are subject to business cases and funding approval.

Education Management System

The Education Management System (EMS) project was approved in 2015 and will provide a replacement for school administration and finance system EDSAS, and the Early Years System for preschools.

In late 2015, more than 250 stakeholders contributed to the development of the high-level specification for a new EMS. An expression of interest for the purpose of testing whether external developers could deliver against DECD's requirements began in 2016.

In May 2016 it was decided that its development within budget was feasible. Since that time a project team has coordinated the development of detailed requirements that will form the basis of the tender process to begin in 2017. Stakeholders were also engaged to assess risks and identify mitigation strategies plus prepare communication plans for stakeholders.

EDRMS – records management

The Electronic Document and Records Management System (EDRMS) project was initiated to address recommendations 8, 9 & 10 of the Royal Commission 2012-13 Report of Independent Education Inquiry (commonly known as the DeBelle Report).

The aim of the project is to implement a single comprehensive information management system, together with the supporting standards, guidelines and technologies that governs the creation, retention and management of information across DECD.

The EDRMS project is included within the scope of Building a High-Performing System as part of the suite of change priorities focused on improving support for sites and partnerships.

During 2016 a revised project management plan and scope of work was approved by the department's Senior Executive Group and the EDRMS solution was deployed to key stakeholders. The focus for 2017 will be to continue with the deployment of the EDRMS solution and embed information management practices across the department.

Asset master plan

As part of Building a High-Performing System business improvement plan (change priority 9), the asset master plan is an evidence-based decision-making approach used to assist in the strategic allocation of the capital works budget for education and care infrastructure in South Australia. The asset master plan outlines the strategies for optimal use and delivery of education and care into the future, which involves consideration of the future requirements for teaching, learning and care using state-wide demographic data. The aim of the plan is to achieve better infrastructure information and planning.

During 2016, the asset demographic and site analysis tool was used to analyse data to inform the decision-making process for capital investment.

Chapter 8:

Financial summary

Executive summary

During the 2015-16 financial year DECD implemented and progressed a number of matters of operational and financial management importance.

Key achievements

- Meeting the department's budget targets for education and early years functions for 2015-16
- Receiving an unqualified audit opinion from the Auditor-General in respect to the 2015-16 consolidated financial statements
- Continuing DECD's internal program of training our school finance officers, school principals and corporate staff in budgetary and financial management
- Continuing maintenance of the student-centred funding model for schools
- Continuing to grow the number of school and preschool visits about the DECD Financial Management Compliance program.

The department continues to be financially well positioned to meet its objectives and challenges of the future.

State budget summary

The state budget was released on 18 June 2016.

The 2016-17 operating expenditure budget for DECD is \$3.528 billion. This is an increase of \$174 million when compared with the 2015-16 expenditure budget of \$3.354 billion. This equates to an investment of \$16,040 for every government school student.

The 'care and protection' component of this expenditure budget is \$387.2 million in 2016-17. The expenditure budget published as part of the 2015-16 state budget was before the announcement of the government's additional investment in child protection resulting from the Nyland Royal Commission. This extra funding was included as part of the mid-year budget review.

As part of the 2016-17 state budget, the government has invested an additional \$250 million to refurbish and redevelop 139 public primary and secondary schools to deliver contemporary science, technology, engineering and mathematics (STEM) programs.

The DECD 2016-17 investment program is \$120.3 million. The program continues the investment in government preschools and schools to support families and children in the South Australian community. The 2016-17 investment program includes funding for the following initiatives:

- \$35m for STEM labs in 2016-17
- \$17.8m for new CBD high school
- \$14.8m to expand children's centres to 47
- \$7.5m for National Quality Agenda preschool compliance works.

More information on the State Budget can be found on the Department of Treasury and Finance website at www.treasury.sa.gov.au/budget/current-budget.

Our income – where it comes from

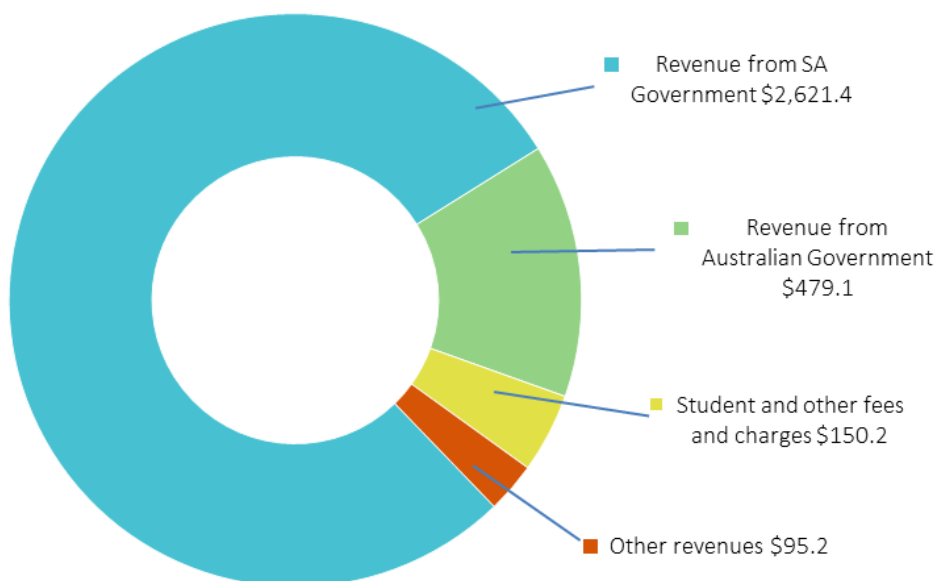
Total income received by DECD from controlled operations was \$3.3 billion, an increase of \$57.8 million from the previous year.

Appropriation receipts from the state government increased by \$28.2 million. This amount included increased funding provided under the National Education Reform Agreement, enterprise bargaining agreements and additional funding for child protection for increased activity for children in care.

Revenue from the Australian Government increased by \$24.6 million, with additional funding provided under the National Education Reform Agenda.

In terms of administered revenues, an additional \$31.9 million was received primarily as a result of increased funding for the non-government schools sector, with an increase of \$28.2 million in Australian Government grants. There were also additional administered appropriations of \$3.9 million received from the state government.

Controlled income by type \$ millions



Source: Department for Education and Child Development 2015-16 financial statements

Our expenditure – how our funds were spent

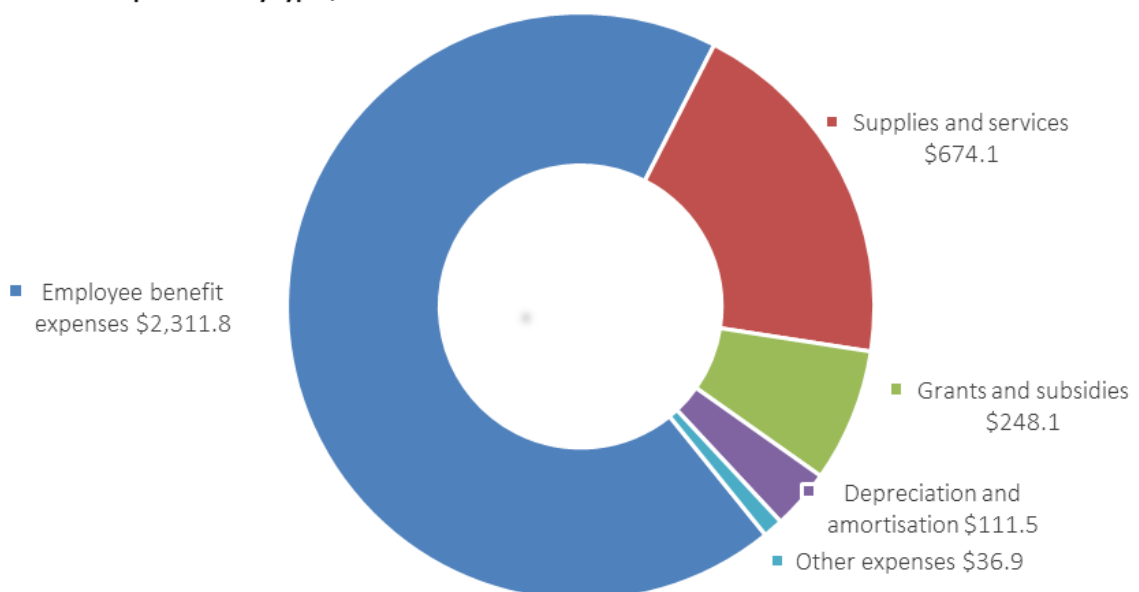
Total controlled expenditure increased by \$145.2 million, compared with the previous year of \$3.4 billion.

Employee benefit-related expenses rose by \$85.0 million to \$2.3 billion, which was primarily a result of increases in remuneration rates paid under enterprise bargaining agreements and awards, full-time equivalent staffing number increases predominately across educational sites, and actuarial adjustments used when calculating future estimated expenditure.

Grants and subsidies expenses increased by \$43.4 million, primarily reflecting payments made to assist with the caring of children in care.

Supplies and services was \$21.7 million higher than the previous year, mainly associated with increased minor works and maintenance expenditure, facilities management and leasing costs, and information technology and communication expenditure.

Controlled expenditure by type \$ millions



Source: Department for Education and Child Development 2015-16 financial statements

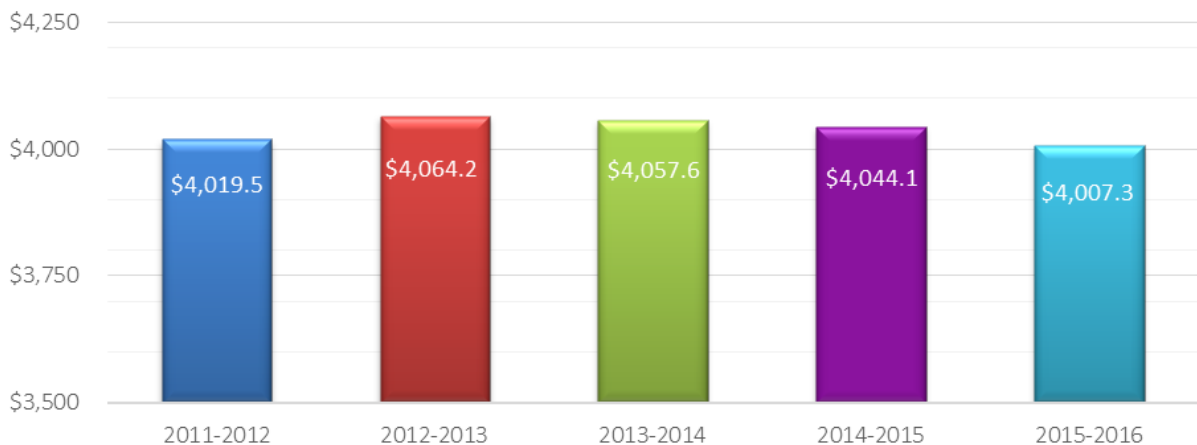
Summary of our assets – what we own

The department recorded assets totalling \$4.9 billion as at 30 June 2016, which represented a decrease of \$49.5 million compared with the previous financial year.

Overall cash balances decreased by \$24.4 million, which included the payment of surplus cash to the state government of \$60.9 million pursuant to the cash alignment policy. Cash held by schools in the SA School Investment Fund increased by \$33.9 million and the Accrual Appropriation Excess Funds Account to fund the future payment of employee leave entitlements and asset replacement increased by \$68.4 million.

The value of land, property, plant and equipment and intangible assets, including those assets classified as held for sale, decreased by \$36.8 million from the previous financial year to \$4.0 billion. The decrease resulted from the sale of surplus properties and depreciation expense movements, partly offset by additional capital works expenditure and increases in land values resulting from asset revaluations as at 30 June 2016.

Value of land, property, plant, equipment and intangible assets \$ millions



Source: Department for Education and Child Development 2015-16 financial statements

Summary of our liabilities – what we owe

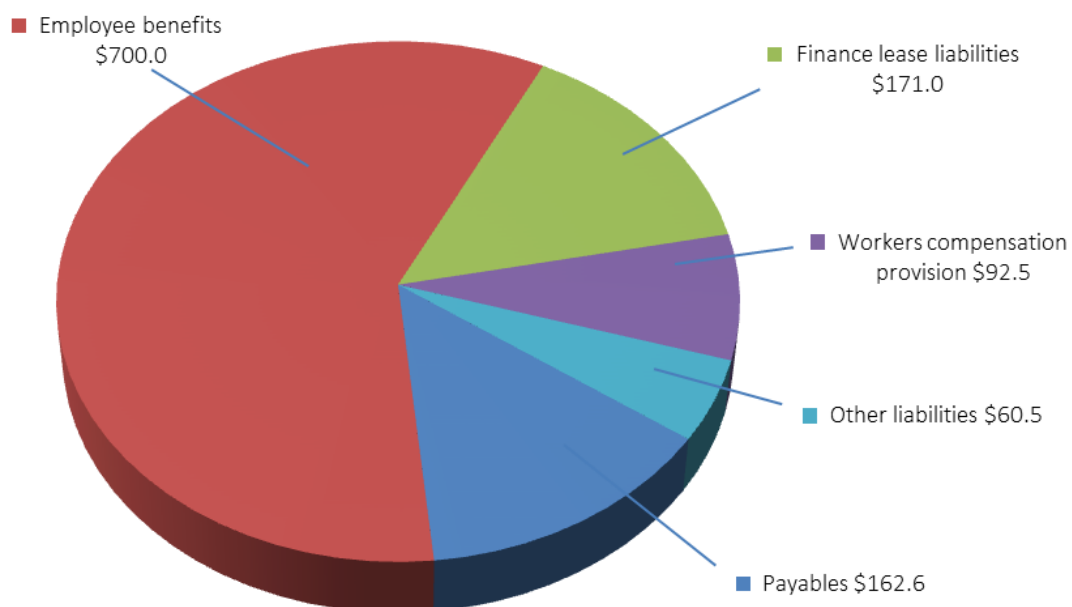
The department recorded liabilities of \$1.2 billion as at 30 June 2016, which was a decrease of \$54.7 million compared with the previous financial year.

There was a reduction in employee benefits liabilities (excluding on-costs) of \$27.5 million that was a result of fewer days of salary and wage accruals and lower accrued annual leave balances as at 30 June 2016. This decrease was partly offset by increased long service leave liabilities resulting from increases in remuneration rates and externally influenced actuarial assessment changes.

Payables decreased by \$21.6 million from the previous financial year due to lower creditors and accrued expenses amounts at reporting date, combined with fewer employment on-costs liabilities reflecting the reduction in employee benefits liabilities.

The workers compensation provision decreased by \$8.9 million primarily as a reduction in estimated future costs and other changes in actuarial assumptions as determined by the independent external actuary.

Liabilities \$ millions



Source: Department for Education and Child Development 2015-16 financial statements

Chapter 9:

Our people, statutory and other reporting

Human resources information

Improving teacher quality – Teaching for Impact: A strategy to support teacher development 2016 to 2018

Released in September 2016, this strategy applies to all DECD teachers and preschool and school leaders and incorporates 5 priority actions, which will be implemented in a phased approach:

- Rich and rewarding career pathways
- Professional learning for impact
- Thriving early career teachers
- Recognising and developing our best
- Supporting tomorrow's teachers.

Several initiatives aligning to these priority areas were progressed in 2016, outlined below.

In the third round of Masters for Teachers Scholarships a record number of 51 DECD teachers were offered scholarships up to the value of \$20,000 each to study masters degrees in education and other priority areas, including science, technology, maths, languages, literacy and numeracy. A total of 240 scholarships will be offered by 2020, supporting teachers to broaden their knowledge and professional practice, contributing to their career development.

Four Aboriginal teachers were selected as Alitja Rigney Educational Leadership Scholarship recipients. Recipients are being supported to undertake development opportunities most suited to their individual career aspirations. For 3 recipients, this has included the Graduate Diploma of Strategic Leadership.

A structured Early Career Teacher Development program has been in development and was released early in the 2017 school year. It will provide a quality induction process to support new teachers to perform their role confidently and achieve full registration at the proficient career stage of the Australian Professional Standards for Teachers within 2 years. The program includes workshops, support materials and guidelines in addition to capacity building for teachers who mentor early career teachers.

National certification of 'highly accomplished' and 'lead teachers' is DECD's flagship high quality teaching program, providing formal recognition for teachers who demonstrate the elements of high-quality teaching against the Australian Professional Standards for Teachers. In 2016, 10 teachers achieved certification, making a total of 52 since its inception in 2014. New targeted positions were created in the system, specifically for nationally certified teachers, with 33 teachers accepting these roles in 2016. DECD also announced a strategy to support up to 100 teachers to undertake national certification over the next year.

Leadership development

Staff training including leadership and management development occurs throughout DECD, both given and received, and is not identified in full within the department's general ledger. Recorded information exists on the 2015-16 financial year leadership and management development activities that were coordinated centrally by the department.

Expenditure of \$2,783,630 for centrally coordinated leadership and management development includes salaries of internal trainers and relevant overheads, fees for design, implementation and evaluation of training, cost of facilities and use of equipment, travelling expenses including accommodation and meals and costs of replacing people when training occurs. This accounts for approximately 32% of all centrally coordinated training and development.

Leadership in DECD strategy

The Leadership in DECD strategy 2016 to 2018 was released in March 2016 and provides a formal plan for leadership development that supports our operation as a high-performing public education and child development system. It incorporates a Leadership Charter, which captures the vision for future leadership across the system, and a Leadership Capability framework, which identifies the capabilities and expectations for demonstrating leadership behaviours across all roles, levels and business areas of DECD.

Implementation of the strategy involved developing aspiring, new and experienced leaders through a range of initiatives.

Training initiatives

In 2016, the DECD registered training organisation offered training to all DECD business areas, including contextualised leadership programs for employees across multiple roles and levels. Ten qualifications were offered under 4 accredited training packages, with a total of 376 employees completing qualifications in 2016. Of these, 3 programs focused on leadership development:

The Graduate Diploma of Strategic Leadership is a post-graduate leadership qualification contextualised to the role of DECD site leaders and aligned to the Australian Professional Standard for Principals. In April 2016, 27 site leaders graduated and a further 174 new, current and aspiring site leaders were supported to work towards the qualification. The aspiration is that all DECD school and preschool leaders will hold (or be working towards) an advanced leadership qualification by 2020.

Also in 2016, 9 employees completed the Advanced Diploma of Leadership and Management and 23 completed the Diploma of Leadership and Management, supporting them to further develop and enhance their leadership capacity.

DECD's RTO also provides a Diploma of Leadership and Management for the Department for Child Protection and 47 employees are currently enrolled in this qualification.

Leadership development continued to be a major focus through the SA Institute for Educational Leadership, with 2 leadership scholarship opportunities offered in 2016 – the Harvard Club of Australia Education Scholarships and the Governor's Leadership Foundation Program Scholarships – enabling 4 employees to broaden their leadership skills and experience.

Three Leadership Insights seminars were delivered by expert guest speakers, who shared their leadership reflections on the theme of 'women in leadership', which had 151 attendees.

Employee psychology and wellbeing

In 2016 scoping of an Employee Psychology and Wellbeing program was undertaken in order to inform future departmental policy and programs.

The department's Employee Assistance Program (EAP) service provider and a new critical incident response service provider are monitored to ensure high quality service for all employees.

Talent development

A talent and succession management function was established in 2016 to identify and strengthen the talent pipeline for leadership positions. Work is currently underway to establish all frameworks and resources necessary to implement pilot programs in 2017.

A new DECD induction program will deliver a more timely and effective experience for new employees. The new program will build understanding of the department's strategic priorities, strengthen the 'line of sight' to individual's work and ensure stronger collaboration across the department. A 3-phase induction survey for new employees was launched to give new employees the opportunity to provide progressive feedback on their experience. This data will drive improvements and ensure DECD is delivering induction programs of the highest standard to meet the needs of new staff.

Performance and development

DECD has a clear, well defined principle-based performance and development policy that connects the work of all employees to organisational planning, strategic objectives and relevant performance standards through individualised planning, learning and accountability programs.

The [DECD Strategic Plan 2014-2017](#), incorporates the [Building a High-Performing System](#) framework, and aims to provide a consistent performance and development experience for staff as they move across sites, roles and classifications.

From March 2016, an enhancement to the Human Resource System enabled site managers/leaders to record performance and development plan review dates for their staff. The improved reporting capability will ensure transparency and drive increased participation.

DECD staff – performance development plan

Employees with...	% Total workforce
A review within the past 6 months	9.33
A review older than 6 months	7.16
No review	57.31
* Exemptions	26.20

* Note: exemptions include a range of casual employees and employees on extended leave
 Data extracted from the Valeo HR Information System at 30 June 2016

As initial records of performance development review dates are established over a 12-month period, the significant number of employees with expired or no review date will decline and a more accurate reflection of actual performance and development review discussions will be available.

As at the end of November 2016, this number had increased to show that more than 40% of DECD employees had recorded a review date within the previous 12 months.

Engagement programs

Organisational climate survey

DECD conducted an organisational climate survey in May 2016. More than 25% of employees provided their views about leadership, service excellence, collaboration across the organisation and continuous improvement. Feedback highlighted that employees are aware of their customer’s needs, their work health and safety responsibilities and are motivated to deliver the best outcomes for the organisation. Over 500 reports were distributed to leaders to inform priority targets for improvement across DECD. Action plans for our priorities will be progressively implemented in 2017.

Employee recognition

DECD launched an Employee Recognition program in 2016 to acknowledge contributions to the organisation in categories of length of service, retirement and performance excellence. In the program’s inaugural year, 14,000 key service milestone certificates and 6 awards for excellence were presented (4 individual and 2 team awards) and 1167 people attended recognition events.

The 2016 SA Excellence in Public Education Awards celebrated the achievements of educators across the state, with 950 employees nominated and 13 overall winners.

DECD continues to promote a positive culture where achievements are recognised and valued and is supported by a framework which links individual contributions to organisational priorities.

Employment opportunity programs

Traineeship report for the 2015-16 financial year

The DECD Trainee program is currently combined with the whole-of-government Jobs4Youth program. Jobs4Youth is a 4-year program that aims to recruit 800 young people to the South Australian public sector between 2014 and 2017.

During 2015-16, 24 young people were recruited into traineeship positions and 6 graduates were appointed into various positions within DECD. To date, 9 trainees have completed their traineeship and have been appointed into ongoing and temporary position across DECD. Twenty-five per cent of trainees appointed to the program were of Aboriginal descent.

DECD trainees studied Certificates III in Business, Government, Sports and Recreation, Education Support, Early Childhood Education and Care, and Information, Digital Media and Technology.

DECD-specific Aboriginal recruitment programs

DECD provides a range of financial and employment incentives and targeted support to attract more Aboriginal people into teaching. Target groups include DECD employees, existing pre-service teacher education students and secondary school students. Incentives include Amy Levai Aboriginal Teaching Scholarships, paid release for part-time study, guaranteed initial employment and supported employment to permanency.

A total of 43 Aboriginal people were supported throughout 2016. This includes 20 employees, 17 existing pre-service teacher students and 6 senior secondary students.

The department's workforce at a glance

As at the last pay day in June 2016, the department had 30,305 employees, or 24,123.9 full-time equivalents (FTEs). The profile consists of employees employed under the following Acts and Awards:

- Education Act – excluding ancillary staff (57.1%)
- School Services Officers (Government Schools) Award (22.6%)
- Aboriginal Education Workers Award (1.1%)
- Children's Services Act (6.7%)
- Public Sector Act (10.5%)
- South Australian Government Services Award, South Australian Government Transport Workers Award and South Australian Government Health Etc. Ancillary Award (2.0%)

The profile includes hourly paid instructors, temporary relieving teachers, employees on extended paid leave or work cover, but excludes employees on leave without pay.

The average age of the workforce as at June is 45 years, and has changed from 2015 where it was 46 years (53.6% of the workforce were aged 45 years and over compared with 54.4% in 2015).

Of the total workforce, 15,497 or 51.1% worked full-time and 14,808 or 48.9% were part-time employees. The percentage of full-time/part-time employees has not changed significantly from 2015 (51.6% and 48.4% respectively).

Employees – age profile as at the last pay day in June 2016

Age Bracket	Number of employees (persons)				% of DECD employees*	% of South Australian Workforce**
	Male	Female	Other	Total		
15-19	24	63		87	0.3	5.5
20-24	340	1025		1365	4.5	9.7
25-29	764	2222		2986	9.9	11.2
30-34	747	2227		2974	9.8	10.7
35-39	664	2369		3033	10.0	9.6
40-44	704	2916		3620	12.0	11.4
45-49	672	3038		3710	12.2	11.1
50-54	685	2903		3588	11.8	11.4
55-59	934	3308		4242	14.0	9.1
60-64	968	2384		3352	11.1	6.7
65+	449	899		1348	4.5	3.6
TOTAL	6951	23,354		30,305	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 November 2013.

* Excludes employees on leave without pay."

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2016

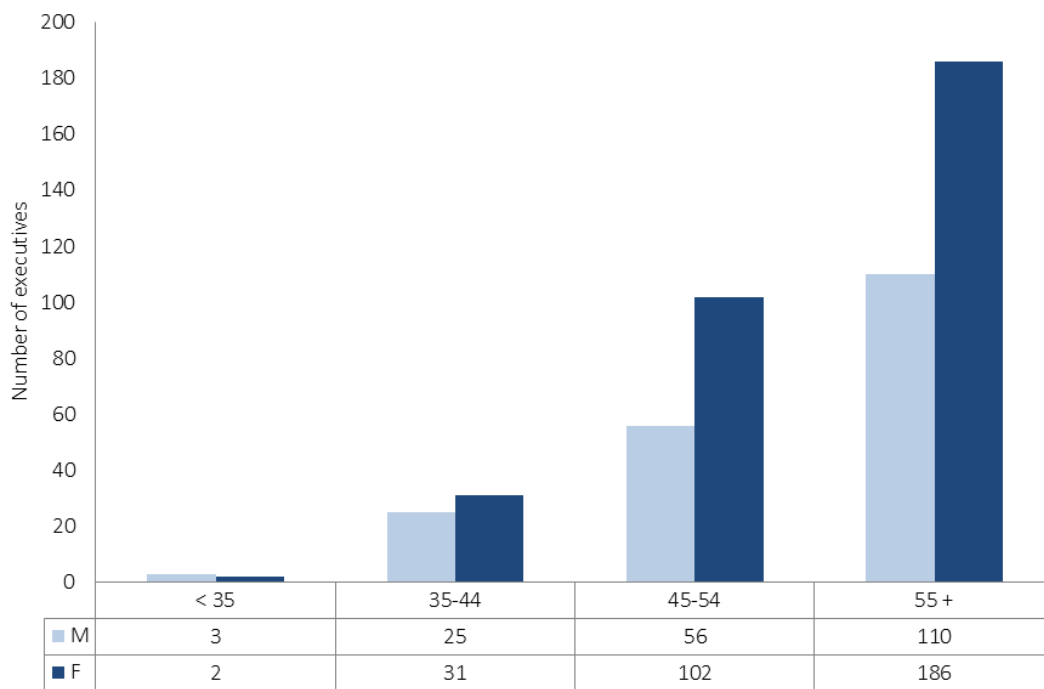
Employees with disabilities – as at last pay day in June 2016

Disability	Male	Female	Other	Total	% of DECD
Disability requiring workplace adaptation**	121	258		379	1.3
Physical**	77	151		228	0.8
Intellectual**	2	2		4	0.0
Sensory**	17	30		47	0.2
Psychological/ psychiatric**	50	100		150	0.5

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2016

Note: **According to Section 4 of the Commonwealth *Disability Discrimination Act 1992* a person may have multiple disabilities and are counted more than once in the above table.

All executives by age and gender – as at the last pay day in June 2016



Note: Executives are defined as employees who receive a total salary equivalent to \$115,938 per annum or more (equating to EL1 minimum under the public service structure). Deputy principals at the Band B-4, B-5 and B-6 classification levels meet the executive salary threshold but are excluded as they are not considered part of the 'executive' group.

Sick leave, family carers leave and miscellaneous special leave with pay (financial years)

Leave Type	Financial year			
	2012-2013	2013-2014	2014-2015	2015-2016
Average number of sick leave days taken per full time equivalent employee	5.9	5.7	6.0	6.5
Average number of family carer leave days taken per full time equivalent	0.5	0.5	0.5	0.6
Average number of miscellaneous special leave with pay days taken per full time equivalent	5.0	4.9	5.2	5.4

Notes: The sick leave days category does not include sick leave taken as part of family carer's leave.

Family carer's leave taken as sick leave is reported in the family carers leave category.

Miscellaneous special leave with pay excludes leave for sickness, industrial disputes, workers compensation, maternity leave, adoption leave and family carers leave.

Excludes all employees whose status in current position is 'casual' and includes employees who were active or on paid or unpaid leave, or separated.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2016

All executives by status in current position, gender and classification – as at the last pay day in June 2016

Classification	Ongoing		Contract tenured		Contract untenured		Total				
	Male	Female	Male	Female	Male	Female	Male	% of total Executives	Female	% of total Executives	Total
Public Sector Act											
Executive Level F	0	0	0	0	1	0	1	0.2%	0	0.0%	1
SA Executive Service Level 1	0	0	0	2	16	19	16	3.1%	19	4.1%	37
SA Executive Service Level 2	0	0	0	0	3	7	3	0.6%	7	1.4%	10
<i>Sub-Total</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>2</i>	<i>20</i>	<i>26</i>	<i>20</i>	<i>3.9%</i>	<i>28</i>	<i>5.4%</i>	<i>48</i>
Education Act											
Principal Band A-9	0	0	7	15	2	0	9	1.7%	15	2.9%	24
Principal Band A-8	0	0	10	6	1	0	11	2.1%	6	1.2%	17
Principal Band A-7	0	0	12	13	0	2	12	2.3%	15	2.9%	27
Principal Band A-6	0	0	23	30	0	0	23	4.5%	30	5.8%	53
Principal Band A-5	0	0	35	59	2	1	37	7.2%	60	11.7%	97
Principal Band A-4	0	0	35	64	4	1	39	7.6%	65	12.6%	104
Education Director	0	0	0	0	9	10	9	1.7%	10	1.9%	19
Education Act negotiated conditions	0	0	27	71	7	21	34	6.6%	92	17.9%	126
<i>Sub-Total</i>	<i>0</i>	<i>0</i>	<i>149</i>	<i>258</i>	<i>25</i>	<i>35</i>	<i>174</i>	<i>33.8%</i>	<i>293</i>	<i>56.9%</i>	<i>467</i>
TOTAL	0	0	149	258	45	63	194	37.7%	321	62.3%	515

Profile includes employees who were actively employed or on paid leave

Notes: Executives are defined as employees who receive a total salary equivalent to \$115,938 per annum or more (equating to EL1 minimum under the public service structure). Deputy principals at Leader Band B-5 and above classification level meet the executive salary threshold but are excluded as they are not considered part of the 'executive' group.

The columns for 'Other' have not been listed because there are no staff members who fall into this category.

Source: DECD VALEO system and CHRIS system, DPC Workforce Information Collection as at the last pay day in June 2016

Work health safety and injury management

The department is committed to providing a safe and healthy work environment for all staff and students by continuing to work towards improvements in safety to reduce workplace injuries and associated human and financial costs.

This commitment is underpinned by DECD's work health and safety (WHS) and injury management (IM) policies that reflect the importance of a dedicated approach to managing safety and wellbeing, and supporting injured workers' return to work.

Key initiatives in 2016 included:

- developing the WHS Risk Assessment program to proactively identify risks and develop preventative controls associated with risks including harmful occupational stress and threats of violence
- work health and safety training for leaders including WHS toolkit training, due diligence and mental health first aid.
- implementing online hazard and injury reporting in IRMS, which will allow injuries to be reported directly into IRMS reducing the requirement for manual data entry at the site level
- developing a 'job dictionary' to assist Injury Management, People and Culture operations and assessors to determine the suitability of roles when job matching injured workers to new roles through employment transition, or ensuring a safe return to pre-injury roles

- developing a teaching refresher course for all teachers who have not undertaken teaching duties for more than 12 months, to provide training and mentoring and assess competency.

Safety and workers compensation performance

The department's performance in the [Safety and Wellbeing in the Public Sector](#) performance targets is comparable with other state government agencies and is considerably better than the South Australian registered employers' scheme.

The number of new claims decreased from 951 to 933 (1.9%) in the last financial year. Total claims costs for the same period increased by 10% from \$30.8 million to \$33.8 million. These increases were predominantly due to increases in lump sum redemption of income support to reduce ongoing liability.

The outstanding claims liability for DECD as at 30 June 2016 was \$91.3 million. This represents a decrease of 9.0% in comparison to \$100.3 million as at 30 June 2015. The major reasons for the decrease in liability included:

- lower than expected numbers of serious claim and lower average claim sizes
- lower than expected income support payments for non-seriously injured claims
- a decrease in the medical payment trends for non-seriously injured claims.

Work health and safety prosecutions, notices and corrective action taken

Number of notifiable incidents pursuant to WHS Act Part 3	35
Number of notices served pursuant to WHS Act Section 90, Section 191 and Section 195 (provisional improvement, improvement and prohibition notices)	2
Number of prosecutions pursuant to WHS Act Part 2 Division 5	0
Number of enforceable undertakings pursuant to WHS Act Part 11	0

Work health and safety performance (building safety excellence targets)

Total new workplace injury claims	933
Significant injuries – where lost time exceeds one working week (expressed as frequency rate per 1000 FTE)	15.4
Significant musculoskeletal injuries – where lost time exceeds 1 working week (expressed as frequency rate per 1000 FTE)	2.3
Significant psychological injuries – where lost time exceeds 1 working week (expressed as frequency rate per 1000 FTE)	7.0

Agency gross workers compensation expenditure for 2015-16 compared with 2014-15

EXPENDITURE	2015-16 (\$)	2014-15 (\$)	Variation	% Change
			(\$)+ (-)	+ (-)
Income support	14,795,796	14,739,702	56,094	0.4%
Hospital	839,087	1,063,482	-224,395	-21.1%
Medical	4,602,212	5,279,667	-677,455	-12.8%
Rehabilitation/return to work	333,601	324,268	9,333	2.9%
Investigations	44,414	82,294	-37,880	-46.0%
Legal expenses	1,423,270	705,171	718,099	101.8%
Lump sum	10,930,447	7,443,360	3,487,087	46.8%
Travel	615,860	922,719	-306,859	-33.3%
Other	235,972	243,530	-7,558	-3.1%
Total claims expenditure	33,820,660	30,804,193	3,016,466	9.8%

* Before third party recovery

* information sourced from the Self Insurance Management System (SIMS)

Capital works – site improvements

The Capital Works program delivers new and refurbished facilities for teaching, community residential care, and support for 21st century teaching and learning for students from birth to year 12 across the state.

Improvements to facilities at schools and preschools are achieved under several sub-programs including the children's centres for early childhood development, Preschool Relocation program, Preschool Outdoor Learning Area program, DECD Capital Works, National Quality Agenda and voluntary amalgamations.

As at December 2016, the department was in the process of delivering over 150 infrastructure projects with a total combined project cost of \$409 million.

In 2016, DECD commenced delivery of the \$250m STEM Works program, which was announced in the 2016-17 state budget. This program will refurbish and redevelop 139 primary and secondary schools across the state to deliver contemporary science, technology, engineering and mathematics programs, and will allow access to improved STEM facilities to more than 75,000 students or over 45% of the government school population. All projects are scheduled for completion by December 2018. See page 29 for details.

Construction of the new CBD school began in December 2016. The new school will be operational from the beginning of 2019. For further details see Chapter 1 on page 15.

Progress continued in 2016 on the master planning exercise being undertaken for a proposed new birth to year 12 school to be located in the precinct of the University of South Australia's Magill Campus. The proposed new school could bring together school, early childhood services and special education, including a centre for teaching excellence. This study is due to be completed in early 2017.

Under the Voluntary Amalgamations program, introduced in 2015, 17 groups of schools/preschools voted to amalgamate:

- Edithburgh Primary School/Yorketown Area School
- Farrell Flat Primary School/Clare Primary School
- Geranium Kindergarten/Geranium Primary School
- Gilles Plains Primary School and Preschool/Windsor Gardens Secondary College
- Gladstone Primary School/Gladstone Kindergarten/Georgetown Primary School
- Lake Wangary Primary School/Lake Wangary Preschool Centre
- Lameroo & District Kindergarten/Lameroo Regional Community School
- Laura Primary School/Laura Preschool & Rural Care/Wirrabara Primary School
- Loxton North Primary School/Loxton North Kindergarten
- Maitland Area School/Maitland Children's Centre/Point Pearce Aboriginal School

- Orroroo Kindergarten/Orroroo Area School
- Port Kenny Primary School/Streaky Bay Area School
- Port Vincent Primary School/Minlaton Area School
- Robertstown Primary School/Robertstown Preschool
- Snowtown Primary School/Snowtown Kindergarten
- Wilmington Primary School/Wilmington Kindergarten
- Winkie Primary School/Glossop Primary School.

Amalgamated sites will benefit from the program through providing 100% of the vacated site's value to the amalgamated school to be used exclusively to improve facilities. They will also receive the equivalent of up to 3 years of state funding savings made as a result of the amalgamation, also to go towards facilities improvements. The facility upgrades to the above sites began in 2016, with further works continuing in 2017.

In supporting an expanded network of children's centres, Seaton Park Children's Centre was completed in 2016, while construction commenced on centres at Keithcot Farm and Renown Park.

New preschools were completed at Freeling and Para Hills, while the redevelopment of Hampstead Preschool was completed to meet the National Quality Standards.

Delivery of the second round of 5 preschool outdoor learning areas including Adelaide Miethke Kindergarten, Brentwood Drive Kindergarten, Flinders Children's Centre, Hackney Kindergarten and Solomontown Kindergarten were completed in August. Preparations for the third round of 5, which include Alberton Preschool, Elizabeth Grove Children's Centre, Koonibba CPC, Mallala Preschool, and Oaklands Estate Kindergarten commenced and are expected to be completed by June 2017.

Sustainability reporting

As per South Australia's Strategic Plan, Climate Change Strategy 2015 to 2050 and Carbon Neutral Adelaide, DECD is committed to supporting and working towards environmental sustainability targets. The department actively investigates and implements programs to improve the environmental performance of schools and preschools.

During 2016, DECD implemented a range of environmental sustainability initiatives including:

Green Star rating target

The new CBD school is targeting a 5 star Green Star rating with a 30% reduction in greenhouse gas emissions compared with a reference building. The design includes a range of ecologically sustainable development initiatives including highly efficient lighting, onsite renewable power, a building management system with sub-meters and visual displays and rainwater harvesting systems.

Recycled water connections

The department has connected 29 schools to recycled water for irrigation purposes and in 2016 connections in the City of Salisbury and City of Playford reduced mains water consumption by over 282ML (282 million litres), reducing dependence on the River Murray and Murray Darling Basin and saving schools \$230,660 in consumption costs.

An additional 7 schools are nearing completion across the City of Salisbury, City of Playford and the City of Charles Sturt, and 9 schools in the City of Onkaparinga will begin irrigating with harvested stormwater during the 2016-17 irrigation season. Negotiations are also continuing to connect schools to the

Waterproofing Eastern Adelaide scheme operated by the Eastern Regional Alliance of Councils.

STEM Works environmental sustainability initiatives

Energy efficiency measures and improvements have been incorporated into the STEM Works projects and solar photovoltaic systems are being scoped in the planning studies. These initiatives will provide a range of benefits including reduced environmental impact and operational costs for schools, as well as curriculum opportunities for renewable energy and energy efficiency.

Urban design

The Urban Design Charter aims to ensure that the designs for public places and their interaction with buildings and spaces reinforce the urban environment as liveable, efficient, creative, sustainable and socially inclusive. Schools are an integral component of the community and provide opportunities for the principles of good urban design to be incorporated into the design and planning of schools.

The principles of the charter are embedded into the department's design standards for education facilities to ensure future projects enhance the urban environment and reinforce the use of schools as community hubs.

Disability access and inclusion plans

During late 2016, the DECD Disability Access and Inclusion Plan Reference Group completed the development of the 2017-19 DECD Disability Access and Inclusion Plan. The plan will be considered by the department's Senior Executive Group in early 2017 for endorsement. A communications strategy has been developed to support the implementation of this plan.

Public complaints

In 2016, the Education Complaint unit received 3303 contacts, a 12% increase compared with 2015. This increase in the number of contacts may be attributable to ongoing consolidation of complaints functions from different areas in DECD, as well as greater awareness of the service by members of the community.

Of the 3303 contacts received, 73% were identified as complaints. The remaining 27% were either feedback or enquiries from people seeking information to determine whether to pursue a complaint. In 2016, 40% were completed on the same day, 38% were completed within a week and 8% of the contacts were finalised within 2 weeks of being received, 14% were finalised in over 2 weeks of being received.

In 2016 Ombudsman SA undertook an audit of DECD's complaints management system and identified the DECD complaints policy and procedures "compares as more than favourable with its counterparts interstate". The audit also found that the department's central resolution processes were effective in managing complaints that were not resolved at the local level. The Ombudsman made recommendations to support greater consistency of complaints management across DECD, and these recommendations will continue to be implemented through 2017.

DECD continued to focus on service improvement and community engagement by utilising complaints data to inform systems improvement. In 2016, complaints trends and data were used to inform policy redevelopment about religious activities on school sites, gender diversity, and administration of medication. Complaints trends and data were also used to inform the development of the DECD Attendance strategy and the drafting of the Education and Children's Services Bill 2016.

Categories and numbers of complaints – education and care services 2016

Issue	Number of contacts	Percentage of total
Other	607	18.4%
Bullying/harassment student	346	10.5%
Zoning	199	6.0%
Behaviour management-suspension	188	5.7%
Enrolment	175	5.3%
Government/departmental policy	132	4.0%
Behaviour management-general	129	3.9%
Family law dispute	126	3.8%
School policy-general	120	3.6%
Communication	120	3.6%
Staff performance	111	3.4%
Staff misconduct	109	3.3%
Attendance	100	3.0%
Special education funding/support	93	2.8%
School facilities access/use	86	2.6%
Unfair treatment	69	2.1%
Safety issue/accident	62	1.9%
Transport	57	1.7%
Duty of care	52	1.6%
Class placement	51	1.5%
Bullying/harassment staff	50	1.5%
Behaviour management-exclusion	44	1.3%
Teaching/curriculum-standards and performance	41	1.2%
Teaching/curriculum-government policy	41	1.2%
Child protection	37	1.1%
Finance	37	1.1%
School policy – uniform	35	1.1%
Special education – general	31	0.9%
Unethical behaviour/conflict	29	0.9%
Special education- behaviour management	17	0.5%
Behaviour – third party	4	0.1%
Home education	3	0.1%
Prohibition	2	0.1%
CONTACTS TOTAL	3303	100.0%

The Department for Child Protection is committed to assisting children, parents and carers to resolve concerns or complaints. The department responds to customer complaints in accordance with the 'DECD 2015 consumer complaints and management resolution policy' to ensure complaints are managed in a fair, efficient and effective manner.

The Department for Child Protection seeks to provide customers with the best service possible, including high quality intervention, fair and transparent processes, collaborative decision making and accountability. Customer opinions are welcomed and listened to and are an important method of feedback about performance. Customer complaints help to shape service delivery standards and assist the department to assess its performance as part of its continuous quality improvement agenda.

Categories and numbers of complaints – Department for Child Protection 2016

Jan	50
Feb	48
Mar	62
Apr	38
May	88
Jun	89
Jul	26
Aug	60
Sep	54
Oct	82
Nov	62
Dec	44
Total	703

This table records only those complaints made through the Central Complaints unit in the Department for Child Protection as at 31 December 2016

Every effort is made to resolve complaints at a local level. The role of the Central Complaints unit is to initially triage complaints, ideally for a resolution at the local service level. If complaints are not resolved locally, they are returned to the Central Complaints unit for an alternate resolution pathway.

In addition, the department supports the rights of clients to actively participate in services in accordance with *Health and Community Services Complaints Act* s22 principles and HCSCC Charter of Rights and through Ombudsman SA. This includes the right to raise concern about the way their services are provided (including non-government services funded by the Department for Child Protection) and to be involved in the feedback management process.

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

Children, parents and carers are entitled to expect that their concern or complaint will be responded to in a respectful and timely manner.

Whistleblowers Protection Act 1993

In 2016, there were no disclosures made under the *Whistleblowers Protection Act*.

Audit and Risk Committee Report

The Audit and Risk Committee (ARC) provides independent assurance and advice to the chief executive and the Senior Executive Group on the department's risk, control and compliance framework, and its external accountability responsibilities.

The ARC comprises 4 members of senior management, including the chair (our ARC chair is an independent external member), and 3 independent external members.

Representatives of the Auditor-General's Department attend as observers.

The committee met on 5 occasions during 2016.

The committee's role is to review processes, timelines and business procedures and provide advice on audit, risk management and business assurance activities across the department.

During 2016, the ARC focused on the following matters:

- corporate governance and risk management frameworks
- external accountabilities and financial legislative compliance
- internal audit coverage and review of significant issues identified in audit reports and actions taken
- external audit – oversight of implementation and actions taken to address issues raised in auditor general's audit reports.

Fraud reporting 2016

DECD is committed to maintaining a working environment free of fraud and corrupt behaviour and supports this position through a fraud and corruption control policy and framework.

The policy and framework articulates the department's prevention, detection and response strategies and provides the processes for managing suspected and/or actual fraud or corruption.

Any instances of misconduct are treated seriously by DECD, and where these occur, prompt action is taken to ensure that they are thoroughly investigated and that those responsible are held to account.

Instances of fraud reported in 2016

Nature of fraud inquiry (eg theft, potential misappropriation and/or misuse of funds, potential fraudulent contracting/purchasing, falsification of attendance data to claim fees)	Number of instances	Current status of instances	Ongoing strategies to control and prevent fraud
Theft	2	Under investigation/review	Specific policies, procedures and frameworks are in operation, including 'fraud and corruption control' policy and framework, 'whistle-blowers' policy and procedures, site financial framework, 'procurement governance policy', 'human resources' policies and procedures and 'ICT security' policies and standards
Potential misappropriation of funds	1	Investigation completed adjudication process underway	Training and awareness sessions on relevant policies, procedures and frameworks including the 'fraud and corruption control' policy and framework, 'procurement governance policy', 'purchase card' and financial policies are provided to staff as required All employees are made aware of the DECD 'procurement governance policy' and new initiatives in the field of procurement through regular communication via the DECD internal communications Updates and LinkEd A range of resources in relation to the Public Sector Code of Ethics is available on the Intranet, including an induction section with a link to the code and a checklist to ensure all new employees are familiar with the Code of Ethics. Training on the code and related behaviours is provided to staff on request
Falsification of attendance data to claim fees	2	Case 1 Investigation completed worker's contract termination and amount recovered. Case closed Case 2 Investigation complete. Overcharging will be recovered from service provider	System-generated purchase orders include ethical practice clauses to reaffirm the requirement that suppliers adhere to ethical practices in their dealings with government Employment screening is required for new employees/volunteers and is required every 3 years for all existing employees/volunteers Screening checks are undertaken for all external suppliers and contractors through the tendering process to meet probity and transparency requirements
Fraudulent claiming of kilometres	1	Under investigation/review	Employees are required to disclose conflicts of interest in writing to ensure full disclosure and consideration of actual, perceived or potential conflicts of interest Regular financial management reporting processes allow delegates to identify anomalies in transactions that may indicate fraudulent activities All DECD sites are subject to an annual site financial audit Internal control questionnaires are utilised by DECD worksites to conduct self-assessment judgements annually on the level of compliance with internal controls All internal audit activities and risk management matters are regularly reported to the DECD Audit and Risk Committee

Consultancies reporting 2015-16

Consultants	Purpose of consultancy	Number	Total \$
Value below \$10,000			
Nil		-	
Value \$10,000 and above			
Art of Staff Pty Ltd	To conduct a review of the organisational structure of the Policy and Reporting directorate within the Office for Child Protection		
Flinders University	To lead an independent review into the <i>Adoption Act 1988</i> and the <i>Adoption Regulations 2004</i>		
KPMG	To redesign the service delivery model within the department's Building a High Performance System business improvement plan		
Pathways Consulting Pty Ltd	To lead an independent review of local school and preschool leaders' workload		
Subtotal		4	170,504
Total		4	170,504
Source: Department for Education and Child Development 2015-16 financial statements			

Reporting against Carers Recognition Act (as per government requirements)

The Department for Education and Child Development (DECD) is required to report on action taken to reflect the requirements of the *Carers Recognition Act 2005*. The information below is provided in accordance with the reporting requirements of the Act.

Awareness: There is a system to ensure all management, staff and volunteers have an understanding of the Carers Charter.

DECD has developed and continues to provide relevant information about the *Carers Recognition Act 2005 (SA)* and the Carers Charter to all of its employees and school communities.

A link to the Act and the Carers Charter, which sets out the rights of carers in the principles that underpin the charter, will be made available on the updated DECD website in 2017.

DECD policies and procedures are in place to ensure information and communication is provided to all carers, including carers who are partners in education (students, families and school communities) as well as employees (school, support services and Corporate Office staff).

DECD continues to ensure that staff are aware of relevant services provided by government and non-government agencies. In 2016, DECD provided support to Carers SA to run the Young Carers Best Practice Forum to raise awareness of young carers among education, health and community sector professionals.

Education continues to provide opportunities for Office for Carers staff and local carer groups to attend local and statewide forums raising awareness across operational units about the Carers Recognition Act and carer resources available within South Australia.

Consultation: There is a system to ensure consultation with carers, or persons or bodies that represent carers, in the development and review of human resource plans, policies and procedures.

DECD has an ongoing commitment to the development of policies and initiatives that support the inclusion and engagement of all students, including those who are young carers.

Working with, and involving young carers and carer networks in decision-making, to achieve relevant outcomes is an important part of this process. These policies assist carers to make education-related choices during the continuum of their caring role and school staff to provide safe, supportive learning environments which ensure the safety and wellbeing of all students including young carers.

The DECD Engagement and Wellbeing directorate has a role to monitor and be actively involved in young carer initiatives and policy development. This unit has provided representation on a number of committees representing carers to ensure clear feedback is received from the community of carers and fed back to relevant units within DECD.

DECD staff encourages staff to practise continuous reflection on practices and refining of processes that support all students, including young carers. A school environment where it is safe and supportive for young carers to identify themselves or be identified is optimal.

Student counsellor networks are encouraged to monitor and promote carer issues. Young carers are encouraged to give feedback through their student representative council, the pastoral care system, peer support programs, student counsellors and the local support services teams.

DECD encourages collaborative practices, including developing stronger links with other services, to involve and support carers in the community.

Practice: There is a system to ensure the principles of the Carers Charter are reflected in human resource practice.

The needs of employees who are carers are acknowledged and continue to be supported by the number of flexible working arrangements available for DECD employees that assist employees to balance their work and carer role. Voluntary flexible working arrangements include purchased leave, compressed weeks, flexi-time, part-time (incorporating job share), working from home and special leave.

In addition, DECD's Employee Assistance program makes counselling support available to all DECD employees who seek it for a range of areas including relationships, stress management and work difficulties. A consultancy service is also available to supervisors, managers and other staff on issues that impact on the wellbeing of staff.

SA government schools opened and closed

SA government schools closed from 2 August 2015 to 1 August 2016

Point Pearce Aboriginal School

Winkie Primary School

Yunta Rural School

Port Kenny Primary School

SA government schools opened from 2 August 2015 to 1 August 2016

Nil



**Government
of South Australia**

Department for Education
and Child Development