**Southern Adelaide**

**Regional Context**

**Introduction**

The Southern Adelaide Region originated in January 2009. It involved the amalgamation of school sites from four districts under the previous structure and the appointment of a Regional Director, four Assistant Regional Directors and a team to provide leadership and support to the sites.

**Geographical Context**

The Southern Adelaide Region includes the local government areas of Holdfast, Marion, Mitcham and Onkaparinga. The region reaches from the south-western suburbs of Adelaide to Sellick’s Beach in the south and from the lower Mount Lofty Ranges to the sea. It includes the southern suburbs of Adelaide and the McLaren Vale wine region.

**Demographic Context**

**Population:**

The population profile of the region shows above average proportions of younger people and people aged between 45 and 64 years. The median age of persons within the state and the region is 39 years, for the aboriginal population it is 22 years.

The region has a high proportion of families with children and the population is predicted to grow at a rate higher than that for the state.

The total **number of people** residing the Southern Adelaide Region is 323 589. (ABS 2006) in the local government areas of, Holdfast (33 302), Marion (78 698), Mitcham (61 852), Onkaparinga (149 737)

**Key Populations**

- **Youth:** 15 to 24 years of age represent 13.7% (31 373 people) of the regional population. This group represent 13.3% of the population of the state.
- **Those aged 45-64 years** represent 26.7% (60 983 people) of the region which is a slightly higher percentage than that of the state -26.1%
- **Aboriginal people** represent 1.0% of the region’s population whereas their representation within the state is 7.5%

**Department of Education and Children’s Services Sites.**

There are 158 sites within the region that accommodate 35 503.2 students. Within pre-school sites there are 3 639 children enrolled with 3.3% of these children being aboriginal. Of the total enrolments 2.3% are ATSI students and 7.0% have a non-English speaking background. For 7.09% of the students English is a second language and 8.4% are identified as students with disabilities. 23.3% of students are eligible for school card, 8% of students identified with a disability (state 9%) and of these 79.1% (2008) were identified with a Communication disability. (State 71.6%)

**Equity Profile**

In this region 20 % of schools identify as in the higher disadvantage categories of 2 & 3 with no schools in category 1. There are 10 schools in category 2 and 9 in category 3. These schools have 46% of aboriginal enrolments. There are 33 schools identify in Category 7 and 16 in Category 6. For pre-schools, 35% are Category 1 (highest disadvantage) and 35% Category 2.

Levels of schooling reached are similar to the state profile. 42% of students in Southern Adelaide reach year 12 (state 38%), 20% reach year 11 (state 19%). Non-schooling qualifications are also very similar. 29% of the region’s population have university qualifications with 27% of the state. 37% of the region’s population have Certificate 1-3 qualifications – on a par with the state.
## Improvement Plan 2010

### IMPROVING LITERACY FOR ALL
- Increase Literacy Achievement Birth - Year 12
- Increase Literacy Achievement of Aboriginal Students at all levels of schooling

### INTENDED OUTCOMES
- Increase Literacy Achievement Birth – Year 12
- Increase Literacy Achievement of Aboriginal Students at all levels of schooling
- Strengthen focus on leadership for learning
- All sites use evidence based improvement processes, consistent with DECS Improvement and Accountability Framework (DIAF)
- Strengthen focus on leadership of Aboriginal Education Improvement agenda
- Enhance learning environments for all learners
- All sites use evidence based improvement processes, consistent with DECS Improvement and Accountability Framework (DIAF)
- Strengthen partnerships within and across sites
- Strengthen inclusivity of learning environment for all Aboriginal learners, their families and school communities as a whole.

### STRATEGIC ACTIONS
- Engage all site leaders in the effective use of data, to identify needs and target support and intervention
- Engage leaders in professional learning, which focuses on quality practices for achieving literacy improvement
- Apply National and State literacy initiatives, in a coordinated manner to focus resources in areas of greatest need and maximise student learning outcomes
  - Council of Australian Government (COAG)
  - Early Years Literacy
  - Support Improved Literacy Achievement (SILA)
  - Literacy, within the new SACE
  - Principals as Literacy Leaders (PALL)
- Provide literacy support and Intervention to every Aboriginal learner, using a case management approach
- Engage leaders in professional learning, which focuses on the role of leaders in bringing about improved learning outcomes
  - Instructional leadership
  - Quality pedagogy
  - Professional learning communities
- Targeted professional learning for:
  - Aspiring and experienced leaders
  - Beginning and experienced teachers
  - Students, seeking an education career pathway
- Develop consistency, in all sites, in the application of DIAF to support improvement
- Identify and share successful practice, in the leadership of Aboriginal Education improvement, at a site/regional/state level.
- Encourage teachers to successfully achieve AST1 & 2
- School entry assessment and data used by all Early Year Sites
- Increased number of children reading at age appropriate levels by the end of year 1
- Increased number of students at years 3, 5, 7 & 9 achieve NAPLAN national benchmark in the Region
- Increased number of sites achieve NAPLAN school means for years 3, 5, 7 & 9 consistent with state Index of Disadvantage means
- Increased number of Aboriginal learners at all levels of schooling achieve national benchmark in Region and State wide
- Increased participation and engagement of leaders in the collaborative planning for student learning
- Increased numbers of aspiring leaders engaged in preparation for leadership
- Increased numbers of experienced leaders sharing expertise with colleagues
- Increased targeted Professional Development for teachers
- Increased number of teachers successfully achieving AST1 & 2
- Common expectations re DECS Improvement Accountability Framework (DIAF) for 2009
- Successful Aboriginal Education practice documented shared, and reflected in increased student retention, engagement and achievement.

### INDICATORS OF SUCCESS 2009
- Evidence of links between the learning of children and students and
  - Building Education Revolution (BER)
  - Education Works
  - Digital Education Revolution (DER)
  - Trade Schools for the Future – Trade Training Centre (TTC)
- ICAN and Futures Connect School to Work plans successfully implemented and targets met
- Participation of all leaders in culturally inclusive professional development
- Increased numbers of 15 -17 yr olds, engaged in appropriate Education Programs and Pathways
- Increased numbers of young Aboriginal people engaged in vocational pathways.
## Improving Literacy for All

**Measure: NAPLAN Mean Scores 2009**

<table>
<thead>
<tr>
<th>Measure</th>
<th>All Yr 3</th>
<th>ATSI Yr 3</th>
<th>All Yr 5</th>
<th>ATSI Yr 5</th>
<th>All Yr 7</th>
<th>ATSI Yr 7</th>
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<td>402.7</td>
<td>325</td>
<td>488</td>
<td>433</td>
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**Measure: NAPLAN % in the highest 2 proficiency bands 2009**

<table>
<thead>
<tr>
<th>Measure</th>
<th>All Yr 3</th>
<th>ATSI Yr 3</th>
<th>All Yr 5</th>
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### Improve Instructional Capacity

**Leadership for Learning**

**Measure: No of teachers achieving AST 1 & 2**

- 2008: AST 1: 24, AST 2: 12

**Measure: No of leaders participating in collegiate learning**

- Leadership for Learning
- Use of evidence based improvement processes
- Strengthened Partnerships within and across sites

**Measure: NAPLAN Achievement (column 1)**

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### Enhancing Learning Environments

**Measure: Number of sites successfully implementing**

- Leadership for Learning
- Use of evidence based improvement processes

**Measure: DIAf Self Review Validation (database under development)**

**Measure: ICAN and Futures Connect Plan targets met**

**Measure: SACE Achievement**

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### Targets

- The percentage of students achieving in the highest two proficiency bands in reading is increased from 37.4% to 42% at Yr 3, from 31.1% to 36% at Yr 5, and from 23.7% to 28% at Yr 7 and from 19.9% to 22% at Yr 9.
- The percentage of students achieving in the highest two proficiency bands in writing is increased from 41% to 44% at Yr 3, from 19.8% to 23% at Yr 5 and from 23.7% to 27% at Yr 7 and from 19% to 22% at Yr 9.
- School NAPLAN means for Yr 3, 5, 7 and 9 reading show improvement against index of disadvantage means.
- School NAPLAN means for Yr 3, 5, 7 and 9 writing show improvement against index of disadvantage means.
- The number of teachers achieving AST 1 & 2 is increased to 40.
- Regional professional learning and participation database established.
- 100% of sites complete DIAf Self Review.
- The retention rate of Year 12 Aboriginal people to Year 12 or its equivalent above 90%.
- The percentage of Year 12 students completing SACE or the equivalent is increased to 90%.
- Regional database re implementation of National/State Partnerships established.
- ICAN and Futures Connect Plan targets met.
- Percentage of Year 12 Aboriginal students completing SACE or the equivalent increased to 60%.
- VET participation data shows an increase in the number of Aboriginal young people engaged in vocational pathways.
- Increased numbers of 15 - 17 yr olds engaged in appropriate Education Programs and Pathways.

### Measures and Targets

Updated 18/1/10
# Southern Adelaide Region

## Planning Implementation Path

<table>
<thead>
<tr>
<th><strong>TERM 1</strong></th>
<th><strong>TERM 2</strong></th>
<th><strong>TERM 3</strong></th>
<th><strong>TERM 4</strong></th>
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<td>Site Self Reviews</td>
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<td>Site Learning Plan priorities reviewed incorporating analyses of relevant data sets</td>
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</tbody>
</table>

### SITES
- **2010 Regional Improvement Plan updated**
- Regional Office analyses data sets and consults through RLE
- 2010 Regional Improvement Plan updated

### REGION
- Term 1 School Enrolment Census 20th Feb
- Preschool and playcentre data collection Feb
- SAS passwords for new staff to enter SACSA data contact: mcneil.peggy@s augov.sa.gov.au
- Disabilities Census 8th May
- NAPLAN tests YR 3, 5, 7 & 9 May 11th, 12th & 13th
- FLO T2 data May
- Preschool data collection May
- SACE completion data released in SpeRS May
- Regional Office Self Review
- Regional Office and Leaders’ Executive begin 2011 Regional Improvement Plan
- Parent, Staff Student opinion surveys
- Preschool and playcentre data collection Aug
- SACSA data entered in SAS by Week 9 of Term 3 in selected Learning Areas
- Running Records data entered by END of term 3, September
- Students with Disabilities Survey Oct
- FLO data collection Oct
- Preschool and playcentre data collection
- 2010 data sets released in SpeRS Nov
- VET in schools data collection Dec
- Indigenous education Program Survey Dec (to be confirmed)

### SYSTEM
- School Entry Assessment Data collected within 10 weeks of starting school
- Personal Performance Plan Annual Reports Site Improvement Plans to ARD/RD

### LEADERS
- Performance Management Meetings on going Term 2&3
- Performance Management Reflective Reports
- Written feedback to leaders T2
- Performance Management Reflective Reports
- Written feedback to leaders