



Annual Report  
of the  
**Education and Early Childhood  
Services Registration and Standards  
Board of South Australia**  
2011–2012

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## Letter of transmittal

**Hon. Grace Portolesi MP**  
**MINISTER FOR EDUCATION AND CHILD DEVELOPMENT**

Dear Minister

In accord with the requirements of the *Education and Early Childhood Services (Registration and Standards Act) 2011* and *Public Sector Management Act 2009*, I am pleased to present you with the first annual report for the Education and Early Childhood Services Registration and Standards Board of South Australia.

This report pertains to the period from 1 January 2012, the date of Board establishment under the *Education and Early Childhood Services (Registration and Standards) Act 2011*, to 30 June 2012.

Yours sincerely



**Dr Neville Highett**  
**PRESIDING MEMBER**  
**EDUCATION AND EARLY CHILDHOOD SERVICES**  
**REGISTRATION AND STANDARDS BOARD**

31 October 2012

## Presiding Member's Statement

I have pleasure in presenting to you this first annual report of the Education and Early Childhood Services Registration and Standards Board. The Board commenced its inaugural year of operation with much anticipation following six years of legislative development to achieve establishment of the registration and regulatory system to which it is central. This entailed collaboration and consultation with a range of stakeholders in the education and care sector.

The Board began implementation of the National Quality Framework as the state regulatory authority under the National Law from the beginning of 2012 and looks forward to seeing the improvement of quality in early childhood services as they work to meet and even exceed the National Quality Standard. The Board also looks forward to undertaking further development of Regulations for residual services outside of the scope of the National Quality Framework to build on the work done already in this area. This will ensure appropriate regulation of those services in support of the best interests of children and their families.

Additionally the Board will, now that it has registered all existing schools, develop regulations to further support the registration of new schools and review of ongoing school registration. This will be undertaken in consultation with the 26 prescribed entities listed in regulation 6 of the *Education and Early Childhood Services Registration and Standards Regulations 2011*. This is a process in which the Board will work closely with all the schooling sectors.

In submitting this report, I wish to acknowledge the efforts of the staff working for the Board and educators in schools and early childhood services, particularly the latter who have worked with enormous commitment to implement the National Quality Framework in the belief that this will improve children's learning and development outcomes.



**Dr Neville Highett**  
**PRESIDING MEMBER**

## Plans and Objectives

The Objects and Principles (S9) of the *Education and Early Childhood Services (Registration and Standards) Act 2011* (the Act) form the Strategic Plan of the Education and Early Childhood Services Registration and Standards Board of South Australia. These are set out below:

### Objects of the Act

The objects of this Act include providing for the regulation of the provision of education and early childhood services in a manner that maintains high standards of competence and conduct by providers and—

- (a) recognises that all children should have access to high quality education and early childhood facilities and services that—
  - i. address their developmental needs; and
  - ii. maximise their learning and development potential through an appropriate curriculum; and
  - iii. support their educational achievement; and
  - iv. promote enthusiasm for learning; and
  - v. support, promote and contribute to their health, safety and well-being; and
- (b) provides for a diverse range of services; and
- (c) recognises the rights of parents to access a diverse range of education and early childhood services providers; and
- (d) enhances public confidence in the operation of education and early childhood services providers.

### Principles of the Act

The following principles should be taken into account in the administration of this Act:

- (a) parents and guardians should have the right to choose the best services for their family;
- (b) parents and guardians, and members of school communities, should have access to relevant information concerning the regulation of their child's school;
- (c) the welfare and best interests of children is the primary consideration in the performance of the Board's functions;
- (d) any person who works with children is obliged to protect them, respect their dignity and privacy and safeguard and promote their well-being;

- (e) cooperation between the Minister, the Board and the school education sectors contributes to achieving the effective provision of education and early childhood services;
- (f) successful learning is built on a foundation of rich, engaging environments and meaningful interactions in which children’s voices are listened to and acted on.

In exercising a power or performing a function under this Act, the Board should have regard to, and seek to give effect to, the following principles:

- (a) providers of education services and early childhood services should not be burdened by regulation more than is reasonably necessary;
- (b) the actions of the Board in relation to minimising or responding to a particular risk should be proportionate to the potential harm posed by the risk;
- (c) the Board should have regard to all of the circumstances of a particular provider of education services or early childhood services (including, without limiting this paragraph, the provider's history of compliance with this or any other relevant Act and any risk that the provider may not comply with this Act in the future).

## Relationship to SA Strategic Plan

The Education and Early Childhood Services Registration and Standards Board of South Australia (EECSRSB of SA) contributes to the achievement of the following targets, strategic priorities and

### **Strategic priority: Every chance for every child**

‘All children can access high quality, affordable child care and preschool offered by trained staff using a rigorous curriculum. Those who work with young children are a recognised and valued group of early childhood development professionals.’

Seven Strategic Priorities, *Every chance for every child* factsheet

### **Primary Goal: Families are the centre of learning life skills; together we grow**

**Target 12** *Early childhood: Increase the proportion of children developing well*

### **Primary Goal: We support families**

**Target 14** *Early childhood – Year 1 literacy: By 2014 achieve a 10% improvement in the number of children reading at an age appropriate level by the end of Year 1 and maintain thereafter*

**Target 15** *Aboriginal education – early years: Increase yearly the proportion of Aboriginal children reading at age appropriate levels at the end of Year 1*

primary goals of the South Australian Strategic Plan 2011:

**Primary Goal: Our young people have a future here**

*Target 54 Learning or earning: Increase the proportion of 15-24 year olds engaged full-time in school, post-school education, training or employment (or combination thereof) to 85% by 2020*

**Primary Goal: We are the best educated in the nation**

*Target 87 Reading, writing and numeracy: By 2020, for reading, writing and numeracy, increase by five percentage points the proportion of South Australian students who achieve:*

- *above the National Minimum Standard*
- *higher proficiency bands*

*Target 88 Science and maths: By 2020, increase by 15% the number of students receiving an Australian Tertiary Admissions Rank or equivalent in at least one of the following subjects: mathematics, physics or chemistry*

*Target 89 SACE or equivalent: Increase yearly the proportion of 15 -19 year olds who achieve the SACE or comparable senior secondary qualification*

**Primary Goal: South Australia is renowned as an educational leader.**

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

**Primary Goal: We actively participate in shaping the future of our state.**

*Target 30 Boards and committees: Increase the number of women on all State Government boards and committees to 50% on average by 2014, and maintain thereafter by ensuring that 50% of women are appointed, on average, each quarter*

The work of the Education and Early Childhood Services Registration and Standards Board of South Australia also contributes to the following targets, strategic priorities and primary goals of the South Australian Strategic Plan 2011:

**Primary Goal: Governments demonstrate strong leadership working with and for the community**

*Target 32 Customer and client satisfaction with government services*

*Target 33 Government planning decisions*

## Role, legislation and structure

### Background

In 2006, the then Minister for Education and Children's Services in South Australia began a progressive education and early childhood development legislation reform agenda resulting in new legislation including the *Education and Early Childhood Services (Registration and Standards) Act 2011*.

This legislation reshapes South Australia's approach to the registration and regulation of schools and care and early childhood services and provides a legislative framework that underpins the delivery of our schooling and early childhood services, particularly those integrated services which provide a range of services from birth to the end of schooling. The legislation establishes a single streamlined regulatory system in South Australia, overseen by a single Regulatory Board: the Education and Early Childhood Services Registration and Standards Board of South Australia.

Previously, the *Education Act (1972)* provided for the establishment of a Non-Government Schools Registration Board responsible for the registration of non-Government schools, a function that continued to December 2011.

In December 2009, all Australian Governments agreed to a new National Quality Framework for Early Childhood Education and Care. This means that all Australian children, regardless of their location, will get the best possible start in life through high quality early childhood education and care and school age care services. The Framework will help providers improve their services in the areas that impact on a child's development and empower families to make informed choices about which service is best for their child.

The National Quality Framework includes:

- a national legislative framework that consists of the Education and Care Services National Law and Education and Care Services National Regulations
- a National Quality Standard
- an assessment and rating system

- a regulatory authority in each state and territory who will have primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard
- the Australian Children's Education and Care Quality Authority (ACECQA), which is the new national body responsible for providing oversight of the new system and ensuring consistency of approach.

Source: ACECQA, see <http://acecqa.gov.au/national-quality-framework/>

The Education and Early Childhood Services Registration and Standards Board of South Australia (EECSRSB of SA) is the regulatory authority in South Australia.

## **The Education and Early Childhood Services Registration and Standards Board of South Australia**

The South Australian *Education and Early Childhood Services (Registration and Standards) Act 2011* (the Act) came into effect on the 1 January 2012. Embedded in this legislation is the *Education and Care Services National Law 2010*. This provides the legislative base for the work of the EECSRSB of SA. The Act was significantly consulted on through the Minister's Legislation Reform Unit which drafted the legislation using its Stakeholder Advisory Group.

The Act provides for the regulation of the provision of government and non-government education and early childhood services in a manner that maintains high standards of competence and conduct by providers. The Act:

- recognises that all children should have access to high quality education and early childhood facilities and services that
  - address their developmental needs
  - maximise their learning and development potential through an appropriate curriculum
  - support their educational achievement
  - promote enthusiasm for learning
  - support, promote and contribute to their health, safety and well being
- provides for a diverse range of services
- recognises the rights of parents to access a diverse range of education and early childhood services

- enhances public confidence in the operation of education and early childhood services providers.

His Excellency the Governor appointed the EECSRSB of SA to oversee the fulfilment of this Act.

The Board is a Public Sector Agency, established on 1 January 2012 under the Act.

Under the Act, the Board

- (a) is a body corporate; and
- (b) has perpetual succession and a common seal; and
- (c) can sue and be sued in its corporate name; and
- (d) has the functions and powers assigned or conferred by or under this or any other Act.

The position of Transitional Director, incorporating the role of Registrar Early Childhood Services, was filled in October 2011. The role was created to establish the Board and the early childhood services regulatory function. Under the *Education and Care Services National Law (SA) 2011*, *National Education and Care Services Regulations 2011* and *South Australian Education and Early Childhood Services (Registration and Standards) Regulations 2011*, the Board, as the state Regulatory Authority, was required to be operational from 1 January 2012.

## **The Board**

The Board reports to the Minister for Education and Child Development. Under the *Education and Care Services National Law 2010*, the Standing Council on School Education and Early Childhood oversees implementation and administration of the National Quality Framework. The Ministerial Council can give directions to the Board with respect to administration of the National Quality Framework. Until Board members were appointed by the Governor on 29 February 2012, the Minister for Education and Child Development comprised the Board under a transitional provision in the *South Australian Education and Early Childhood Services (Registration and Standards) Regulations 2011*.

The Board consists of thirteen members appointed by the Governor on the nomination of the Minister, being persons who collectively have, in the opinion of the Minister, the knowledge, skills and experience necessary to enable the Board to carry out its functions effectively.

Of these members the presiding member must be a person who has, in the opinion of the Minister, extensive knowledge and expertise in the education and care of children. Of the remaining members, two must be nominated by the Director-General of the Department for Education and Child Development; two by the Association of Independent Schools of South Australia; two by the South Australian Commission for Catholic Schools Incorporated; two by child care bodies prescribed in the Act; and one must be a legal practitioner.

<b>Board members</b>	<b>Term of appointment</b> from 1 March 2012 until	<b>Deputy Board Members</b> All terms of appointment are from 1 March 2012 until 28 February 2014
Dr Neville Highett—Presiding Member Nominated by the Minister for Education and Child Development	28 February 2014	Mr Barry Kahl
Ms Kaye Colmer—Deputy Presiding Member Nominated by Community Children’s Centres SA Incorporated	28 February 2015	Ms Kay Thomas
Ms Judith Atkinson Nominated by Childcare South Australia Inc	28 February 2015	Mrs Merrilyn Hannaford
Ms Robyn Buckler Nominated by the Minister for Education and Child Development	28 February 2014	Ms Vivienne St John Robb
Mr Peter Chislett Nominated by the Department for Education and Child Development	28 February 2015	Ms Anne Kibble
Ms Kathryn Jordan Nominated by the Department for Education and Child Development	28 February 2014	Ms Janet Harris
Dr Susan Krieg Nominated by the Minister for Education and Child Development	28 February 2014	Dr Victoria Whittington
Mr Garry Le Duff Nominated by the Association of Independent Schools of South Australia	28 February 2015	Ms Cheryl Bauer
Mrs Helen O’Brien Nominated by the South Australian Commission for Catholic Schools	28 February 2015	Mrs Georgina Smith
Mrs Lynda Secombe Nominated by the Association of Independent Schools of South Australia	28 February 2015	Mr Nicholas Hatley

Dr Paul Sharkey Nominated by the South Australian Commission for Catholic Schools	28 February 2015	Dr Vincent Thomas
Dr Dale Wasley Nominated by the Minister for Education and Child Development	28 February 2014	
Ms Amanda Wilson Nominated by the Minister for Education and Child Development	28 February 2014	

### Connections to State Plan

**Target 30** Boards and committees: Increase the number of women on all State Government boards and committees to 50% on average by 2014, and maintain thereafter by ensuring that 50% of women are appointed, on average, each quarter

The Presiding Member and executive meet monthly to set the agenda for Board meetings. The Board met on six occasions between March and June 2012. Deputy board members attended an induction held on 26 March 2012 and individual deputy board members attended Board meetings in the absence of their designated board members. Board members agreed to deputy board members receiving the papers for all Board meetings.

The Board is supported by

- a board secretariat
- four interim committees
- three operations services units
- three registrars, one for each sector, and a Manager of Corporate Services.

The Board has been served by four interim committees.

### Interim committees

- The **Organisational Establishment Committee** advises the Board on the organisational, management and staff structure of the Board's Secretariat. It considered draft proposals for financial management systems and financial reporting including the 2012–13 budget. It has provided advice to senior management on human resource issues.

### Board Members

Ms Kaye Colmer (Chair)

Dr Susan Krieg

Ms Kathryn Jordan

Ms Robyn Buckler

**Deputy Board Members**

Mr Barry Kahl

Ms Janet Harris

- The **Schools Registration Committee** has focused on the longer term school registration and review processes and the associated regulatory requirements. It will recommend to the Board a future direction, including a legislated consultation strategy.

**Board Members**

Dr Neville Highett (Chair)

Ms Helen O'Brien

Ms Lynda Secombe

Dr Dale Wasley

Mr Peter Chislett

- The **New Schools and Variation Committee** advises the Board on the manner, form and timeframe in which it would receive and process applications for new or changed school developments to be established in 2013.

**Board Members**

Dr Dale Wasley (Chair)

Ms Helen O'Brien

Ms Lynda Secombe

**Deputy Board Member**

Ms Cheryl Bauer

- The **Audit and Risk Management Committee** provides independent assurance and assistance to the Board on risk, control and compliance framework and the accurate financial reporting and performance of the Authority.

**Board Members**

Ms Amanda Wilson (Chair)

Dr Neville Highett

### **Deputy Board Member**

Mr Barry Kahl

### **External Members**

Mr Bruce Carpenter

Mr Mark LeCornu

## **Board Secretariat**

The Board Secretariat is the operational arm of the Board. The role of the Secretariat is to carry out the functions of the Board as set down in legislation and to implement the Board's decisions. Secretariat staff are employed by the Department of Education and Child Development and their services are provided to the Board under S28 (4) of the Act. This arrangement is in place while an industrial framework and conditions of employment are finalised to enable the Board to employ its own staff.

## **Operations services units**

### **Early Childhood Services Unit**

The unit has responsibilities and functions that relate to the National Quality Framework for Early Childhood Education and Care, including primary responsibility for the approval, monitoring and quality assessment of services in South Australia in accordance with the national legislative framework and in relation to the National Quality Standard. This responsibility applies equally to those services identified in the Act as residual services although these services are not assessed and rated against the National Quality Standard. Regulations specific to these services will be developed by the Board.

### **Schools Services Unit**

The unit has responsibilities relating to the registration and review of all schools, government and non-government; the maintenance of a schools register; and the issuing of Certificates of Registration.

### **Corporate Services**

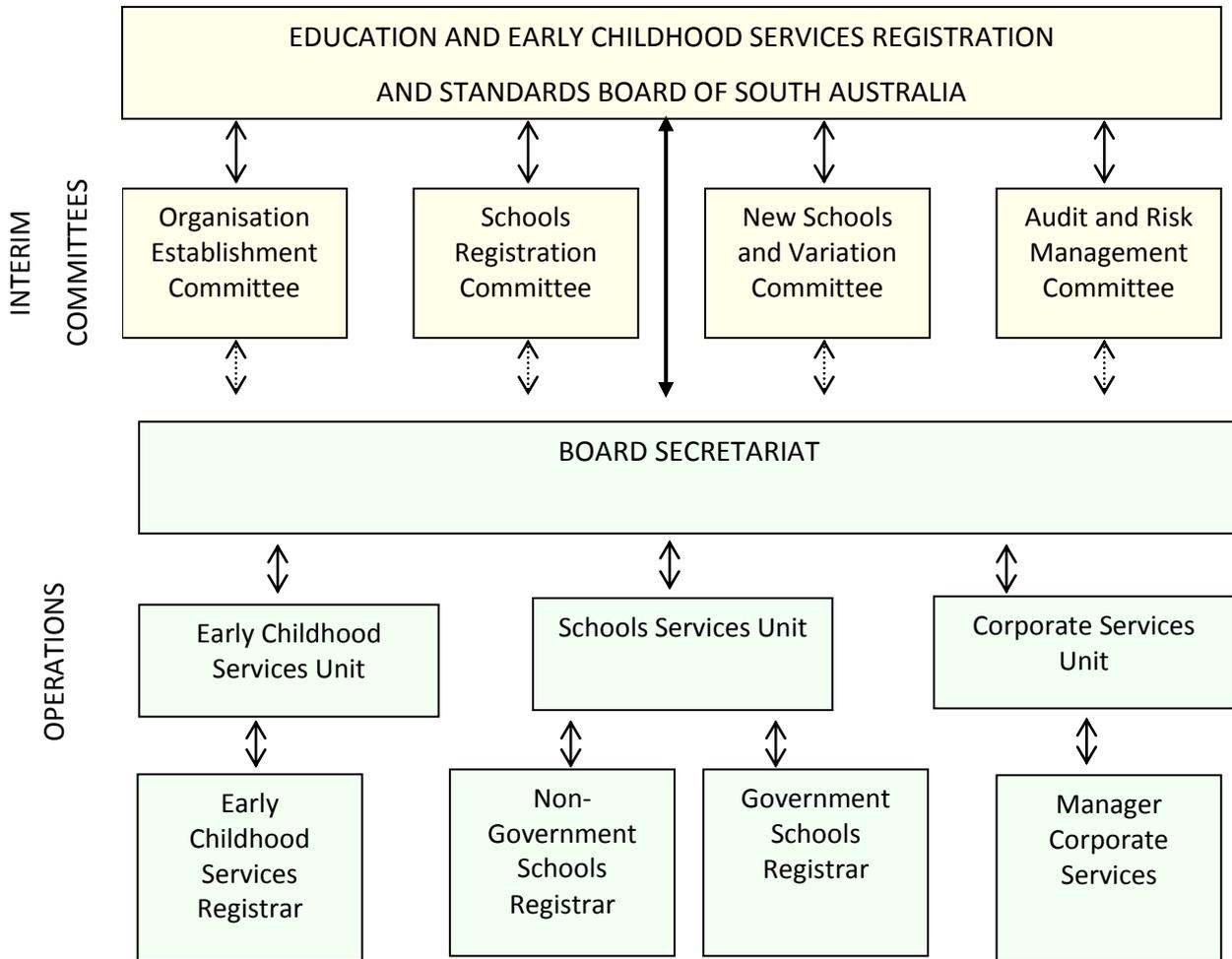
The Corporate Services group provides support to the Board to facilitate continuous improvement and ensure compliance within relevant legislation.

This group specifically supports the strategic and operational financial management, human resource management, ICT services, records management services and other broader corporate services to the Board as required.

### **Registrars and managers**

The Board is supported by an executive of three registrars: Early Childhood Services Registrar, Government Schools Registrar, and Non-Government Schools Register. There is also a Manager of Corporate Services.

## Organisational structure



## Operations and initiatives

The Education and Early Childhood Services Registration and Standards Board of SA (EECSRSB of SA) is the statutory authority responsible for the regulation and registration of early childhood services, care and all schools in South Australia.

Under the Education and Care Services National Law (SA) 2011, *National Education and Care Services Regulations 2011* and *South Australian Education and Early Childhood Services (Registration and Standards) Regulations 2011*, the Board was required to be operational from 1 January 2012.

The Board has the following key functions:

- regulate the provision of education services and early childhood services
- approve the requirements for endorsement of registration of schools
- establish and maintain the registers contemplated by this Act
- prepare or endorse codes of conduct for registered schools
- provide advice to the Minister
- carry out other functions assigned to the Board by the Minister.

### Education

#### Registration on schools register

A school at which education services (course of instruction in primary or secondary education) are provided, or students enrolled, must be registered. Under the Act (S41), the Board is responsible for keeping a register of all Government and non-Government schools and a register of schools that have been removed from the schools' register and who have not been reinstated to that register. The Board issues Certificates of Registration to all schools at which education services are provided, or in which students enrolled.

Schools are eligible for registration on the schools' register if the Board, on application made in accordance with the Act, is satisfied that—

- the nature and content of the instruction offered, or to be offered, at the school is satisfactory; and

- the school provides adequate protection for the safety, health and welfare of its students; and
- the school satisfies any other requirements set out in the regulations for the purposes of this subsection.

Under the Act, all schools which existed prior to 1 January 2012 were declared approved.

New government and non-government schools are required to apply to the Board for registration. Schools intending to change their existing structure, for example, amalgamate with another school, change their year level offerings, move location or introduce a new cohort of students, are required to apply to the Board for registration prior to the change occurring. In their application, schools are required to demonstrate that the nature and content of the instruction offered, or which will be offered, is satisfactory and that it provides adequate protection for the safety, health and welfare of its students. The Board will also be required to review the registration of schools in a manner yet to be determined.

For non-government schools, the Board is also responsible for:

- managing and updating the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS)
- advising, receiving and assessing applications from non-Government schools seeking to enrol full fee paying overseas students for compliance with the *Education Services for Overseas Act 2000* and the National Code of Practice for Registration Authorities and Providers of Education and Training to Overseas Students (the National Code), the subsequent authorisation of the non-Government school on CRICOS, and conducting compliance audits.

### **Achievements of the Board**

Since its establishment, the Board has:

- established a schools' register
- issued Certificates of Registration to all schools on the school's register (see below)
- developed a procedure for processing applications for registration for new and changed schools in 2013
- developed an approval process for endorsement to enrol full fee paying overseas students from 2013.

**Summary school statistics**

## Registered Schools

*Government*

	Number
Primary	393
Secondary	69
Combined	80
Special	14
	556

*Non-Government*

	Catholic	Independent
Primary	68	36
Secondary	11	10
Combined	22	47
Special	2	1
	103	94

*Schools Approved to Enrol Full Fee Paying Overseas Students*

	Government	Catholic	Independent
Primary	52	0	5
Secondary	40	5	8
Combined	13	14	28
Special	0	0	0
	105	19	41

**Priorities for the Board's work in the coming months**

- Consult and recommend regulations as required for the registration and review of schools
- Develop policies and procedures for applicants for new schools and variations to existing schools from 2014

**Early Childhood services****Approvals**

All providers, services and supervisors of early childhood services in the scope of the Act must be approved by the Board. The following services are in scope of the Act:

- Long Day Care
- Family Day Care
- Outside School Hours Care

- **Preschool Services.**

Under the Act, all services in scope of the Act, as well as residual services, which existed prior to 1 January 2012, were declared approved.

New services wanting to open after 1 January 2012 are required to make an application to the Board and pay the associated fee. The Board is responsible for issuing certificates of approval, publishing a register of services, and providing data to the national authority, ACECQA, through the National Information Technology System (NITS). ACECQA will own the NITS, developed to support the operation of the National Quality Framework, when it is fully functional and draw on the data to publish national registers of all certified supervisors and providers.

### **Achievements of the Board**

Since its establishment, the Board has:

- communicated with all early childhood services including school age care and schools
- issued Certificates of Approval to early childhood services, providers and supervisors. In total nearly 450 providers, over 1 000 services and nearly 5 000 certified supervisors were declared approved on 1 January 2012 as under the Act, and were sent certificates. The EECSRSB of SA gathered information from all services seeking approval, including their provider and certified supervisors, for inclusion in the National Information Technology System. Considerable liaison with providers and services was required because the previously existing Department for Education and Child Development Licensing and Standards Unit only licensed and held information about Long Day Care.
- processed 87 new approvals: 15 providers, 24 services and 48 certified supervisors. This was completed by mid June and certificates of approval were sent to all declared approved services, providers and certified supervisors immediately thereafter.
- approved 20 applications for temporary waivers related to staffing matters such as having a reduced number of qualified staff

### **Assessment and rating**

The Board is responsible for assessing and rating services that are in the scope of the Act (Long Day Care, Family Day Care, Outside School Hours Care services and Preschools) against the seven quality areas of the National Quality Standard to promote quality education and care and continuous improvement. Services not in the scope of the National Law are not assessed against the Standard.

The first assessment and rating visit for all services must take place between 1 July 2012 and 1 July 2015. Services are then assessed at a frequency determined by their initial rating level: the more highly rated a service, the less frequently it is assessed such that the system balances the principles of risk management and earned autonomy.

The assessment and rating process takes place over a twenty week period including six weeks from a service's initial notification letter to sending in their Quality Improvement Plans and a further six weeks until the assessment visit can occur.

### **Achievements of the Board**

Since its establishment, the Board has:

- begun to communicate with all providers of early childhood services that will participate in the assessment and rating visits between July and October 2012. First letters were sent in April and periodically thereafter to notify services and their providers of their selection for assessment and rating. In order to meet the national evaluation criteria, a sample of South Australian services were selected according to the advice of the national Standing Council. This was to include a range of all service types and locations, informed also by the time when services would be due for their next licensing and/or accreditation visit under previous regulatory regimes. 105 services were notified of their selection for assessment and rating on a staggered basis between April and 30 June 2012 to allow for scheduling the requisite twenty week process within the evaluation timeframe. Assessment visits began in the first week of July 2012.
- set in train an evaluation by the Standing Council for School Education and Early Childhood (SCSEEC) to ensure that the assessment and rating process is nationally valid and reliable before service ratings are published on the *Mychild* website. The evaluation includes all services assessed and rated from late June 2012 to November 2012.
- trained authorised officers to ensure their capacity to implement the National Law, including how to assess and rate services. Two officers from each jurisdiction were trained by the University of Melbourne to be lead assessors and they in turn delivered four days of training to other authorised officers of the Board. All participants passed subsequent reliability testing with a minimum of 80% accuracy in each of the three tests as a prerequisite for assessing and rating services. This is a key process for ensuring national consistency.

### **Priorities for the Board's work in the coming months**

- Consult and recommend regulations for residual services, ie early childhood services not in the scope of the National Law, such as mobile care and occasional care. This will be developed later in 2012 and finalised in 2013.

#### **Connections to SA Strategic Plan**

**Target 12** Increase the proportion of children developing well

**Target 14** Early childhood – Year 1 literacy: By 2014 achieve a 10% improvement in the number of children reading at an age appropriate level by the end of Year 1 and maintain thereafter

**Target 15** Aboriginal education – early years: Increase yearly the proportion of Aboriginal children reading at age appropriate levels at the end of Year 1

**Target 54** Learning or earning: Increase the proportion of 15-24 year olds engaged full-time in school, post-school education, training or employment (or combination thereof) to 85% by 2020

**Target 87** Reading, writing and numeracy: By 2020, for reading, writing and numeracy, increase by five percentage points the proportion of South Australian students who achieve: - above the National Minimum Standard - higher proficiency bands

**Target 88** Science and maths: By 2020, increase by 15% the number of students receiving an Australian Tertiary Admissions Rank or equivalent in at least one of the following subjects: mathematics, physics or chemistry

**Target 89** SACE or equivalent: Increase yearly the proportion of 15 -19 year olds who achieve the SACE or comparable senior secondary qualification

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

### **Compliance, complaints management and incident notifications**

Under the National Law (s174), providers must notify the Board of:

- prescribed serious incidents
- other incidents as well as complaints alleging that the safety, health or wellbeing of a child or children was or were being compromised while being educated and cared for by the approved education and care service
- the Law being contravened.

### **Achievements of the Board**

Acknowledging and responding to such notifications and complaints made directly to the Board was the principle form of compliance monitoring undertaken by the Board up to 30 June 2012. No compliance action was taken during this time.

#### **Connections to SA Strategic Plan**

**Target 32** Customer and client satisfaction with government services

**Target 33** Government planning decisions

### **Education and information**

The Board, as the Regulatory Authority, is also responsible in conjunction with the National Authority for educating and informing education and care services and the community in relation to the National Quality Framework and for enhancing public confidence in the operation of education and early childhood services providers.

### **Achievements of the Board**

Since its establishment, the Board has:

- written to all services, including early childhood services, in April advising of its establishment, outlining its key role and clarifying its immediate priorities.
- conducted information sessions at three metropolitan locations. The Board's Early Childhood Services Unit held information sessions in the week beginning 25 June in Noarlunga, Hindmarsh and Mawson Lakes. Approximately 160 educators and providers attended in total. The sessions were well received and focused on the composition and role of the Board in relation to the National Authority. They also addressed frequently asked questions and outlined the assessment and rating process. The Gowrie SA organised the session venues and advertised the sessions to the child care sector and the schooling sector advertised sessions to preschool services. Further sessions were requested.

### **Priorities for the Board's work in the coming months**

- expand communication with stakeholders through the development of a website and the dissemination of Board policies and procedures
- hold further information sessions on the role of the Board and the assessment and rating process.

**Connections to SA Strategic Plan**

**Target 32** Customer and client satisfaction with government services

## **Management of human resource information**

All employees are employed by the Department for Education and Child Development (DECD) and services are provided to the Board by the Minister.

## Financial performance

### Account payment performance

Particulars	Number of accounts paid	Percentage of accounts paid (by number)	Value in \$A of accounts paid	Percentage of accounts paid (by value)
Paid by due date*	180	89%	\$297 968.61	79%
Paid late, but paid within 30 days of due date				
Paid more than 30 days from due date	22	11%	\$ 78 340.75	21%

*\*Note: The due date is defined under section 11.7 of Treasurer's Instruction 11 Payment of Creditors' Accounts.*

### Fraud

There were no instances of fraud reported during the first six months of operation for the EECSRB.