

2023 Child Rights Progress Report on Education

South Australia's progress on recommendations made
by the UN Committee on the Rights of the Child



About the CCYP

The [South Australian Commissioner for Children and Young People](#) is an independent position, established under the [Children and Young People \(Oversight and Advocacy Bodies\) Act 2016](#) (OAB Act). This legislation was introduced to the South Australian Parliament in response to the [Child Protection Systems Royal Commission 2014](#).

The Commissioner promotes and advocates for the rights, development and wellbeing of all children and young people in South Australia and seeks to change laws, policies, systems and practice to uphold children's rights.

The work of the Commissioner for Children and Young People is guided by the [United Nations Convention on the Rights of the Child](#) (UNCRC); the core international treaty established in 1989 to which Australia is a signatory. This important agreement sets out the civil, political, economic, social, and cultural rights of children around the world.

The Commissioner aims to ensure that as a part of the Australian Commonwealth, South Australia enacts its international obligations under this Convention.

Each year the Commissioner produces a series of Child Rights Progress reports measuring South Australia's progress against recommendations made by the UN Committee on the Rights of the Child (the Committee).

This year's progress reports comprise:

- Child Health
- Child Justice
- Child Protection
- Disability
- Education
- Environment
- Physical Punishment

Data reported in the data tables are the most accurate available at the time of writing.



2023 Child Rights Progress Report on Education



South Australia's progress on recommendations made by the UN Committee on the Rights of the Child

What the data says

Measure	Year: Data	1 year change	5 year trend	5 year assessment
Proportion of students in South Australian government and non-government schools receiving adjustments due to disability. ¹	2022: 28.4% 2021: 28.3% 2020: 27.7% 2019: 26.3% 2018: 23.6%	Stable	Increasing	+ Favourable
Total incidents of students being suspended in government schools (at Term 2). ²	Total suspensions 2023: Data not yet available 2022: 5,548 2021: 5,128 2020: 5,003 2019: 5,252	Not available	Fluctuating, increase from base year	- Unfavourable
Number of primary school suspension incidents (% of total)	Primary school suspensions: 2023: Data not yet available 2022: 1,869 (33.7%) 2021: 2,559 (49.9%) 2020: 2,633 (52.6%) 2019: 2,943 (56.0%)		Decreasing	+ Favourable
Number of secondary school suspension incidents (% of total)	Secondary school suspensions: 2023: Data not yet available 2022: 3,679 (66.3%) 2021: 2,569 (50.1%) 2020: 2,370 (47.4%) 2019: 2,309 (44.0%)		Increasing	- Unfavourable
Total number of incidents of students being excluded in government schools. ³	Total exclusions 2023: Data not yet available 2022: 281 2021: 207 2020: 254 2019: 229	Not available	Fluctuating, increase from base year	- Unfavourable
Number of primary school exclusion incidents (% of total)	Primary school exclusions: 2023: Data not yet available 2022: 64 (22.8%) 2021: 85 (41.1%) 2020: 97 (38.2%) 2019: 112 (48.9%)		Decreasing	+ Favourable
Number of secondary school exclusion incidents (% of total)	Secondary school exclusions: 2023: Data not yet available 2022: 217 (77.2%) 2021: 122 (58.9%) 2020: 157 (61.8%) 2019: 117 (51.1%)		Fluctuating, increase from base year	- Unfavourable

What the data says

Measure	Year: Data	1 year change	5 year trend	5 year assessment
Proportion of Reception to Year 6 students suspended from government primary schools. ⁴ (% of students suspended/% of enrolments)	Children with Inclusive Education Support program (IESP) funding 2022: 32.3%/7.5% 2021: 34.7%/8.2% 2020: 39.9%/9.8% 2019: 30.3%/9.9% 2018: 25.5%/9.1%	Decreased	Fluctuating, increase from base year	- Unfavourable
	Aboriginal children 2022: 20.6%/7.2% 2021: 21.1%/7.0% 2020: 20.1%/6.7% 2019: 21.9%/6.6% 2018: 20.5%/6.5%	Stable	Stable	No change
	Children in out-of-home care 2022: 6.7%/1.4% 2021: 7.3%/1.4% 2020: 6.9%/1.4% 2019: 6.3%/1.2% 2018: 5.3%/1.2%	Stable	Fluctuating, slight increase from base year	- Unfavourable
	Boys 2022: 81.7%/51.9% 2021: 82.3%/51.9% 2020: 82.7%/51.9% 2019: 83.8%/51.8% 2018: 82.6%/51.8%	Stable	Stable	No change
Proportion of Reception to Year 6 students excluded from government primary schools. ⁵ (% of students excluded/% of enrolments)	Children with IESP funding 2022: 60.7%/7.5% 2021: 63.3%/8.2% 2020: 63.1%/9.8% 2019: 41.9%/9.9% 2018: 29.3%/9.1%	Decreased	Increasing	- Unfavourable
	Aboriginal children 2022: 25.1%/7.2% 2021: 20.8%/7.0% 2020: 18.2%/6.7% 2019: 22.4%/6.6% 2018: 20.3%/6.5%	Increased	Fluctuating, increase from base year	- Unfavourable
	Children in out-of-home care 2022: 12.8%/1.4% 2021: 7.5%/1.4% 2020: 9.1%/1.4% 2019: 9.1%/1.2% 2018: 5.8%/1.2%	Increased	Fluctuating, increase from base year	- Unfavourable
	Boys 2022: 86.3%/51.9% 2021: 88.8%/51.9% 2020: 88.3%/51.9% 2019: 89.0%/51.8% 2018: 85.5%/51.8%	Decreased	Fluctuating, stable from base year	No change
Proportion of Year 4 to Year 12 students reporting being bullied 'weekly'. ⁶	2023: 18% 2022: 16% 2021: 17% 2020: 19% 2019: 16%	Slightly increased	Fluctuating, slight increase from base year	- Unfavourable
Proportion of Aboriginal and Torres Strait Islander young people (aged 15–24) who are in employment, education or training. ⁷	2021: 55.5% 2016: 57.6%	Annual data not available	Decreasing	- Unfavourable

What the data says

Measure	Year: Data	1 year change	5 year trend	5 year assessment
Proportion of Year 4 to Year 12 students who have an important adult at school. ⁸	2023: 59% 2022: 57% 2021: 58% 2020: 57% 2019: 56%	Slightly increased	Increasing	+ Favourable
Proportion of Year 4 to 12 students who feel connected to school. ⁹	2023: 59% 2022: 60% 2021: 64% 2020: 61% 2019: 61%	Stable	Fluctuating, slight decrease from base year	- Unfavourable

Areas of concern include:

- Increased proportion of students reporting ‘weekly’ or ‘monthly’ verbal bullying, physical bullying and/or cyberbullying.
- Exceptions in anti-discrimination legislation continue to allow religious schools to discriminate against students and staff on the basis of sexuality and gender identity.
- Lack of consistently mandated comprehensive relationships and sexual health curriculum from Reception to Year 12.
- High proportions of children with disability, Aboriginal children and children in out-of-home care being excluded from primary schools. Primary school children should not be suspended, excluded or expelled from school.
- No child-focused safeguarding or independent oversight mechanisms in place to protect children with disability from exclusionary and restrictive practices in education settings.
- Decreased proportion of Aboriginal and Torres Strait Islander young people (aged 15–24) who are in employment, education or training.
- Less than half of children in residential care who were visited by the Child and Young Person’s Visitor in 2022–23 were engaged in fulltime education.
- One third of students enrolled in South Australian government schools are in the lowest quartile of socio-educational advantage.

Background

The UN Convention on the Rights of the Child (UNCRC) was the first international Convention to acknowledge that children have rights and that these rights should be protected. Australia ratified the UNCRC in 1990 and South Australia’s *Children and Young People (Oversight and Advocacy Bodies) Act 2016* (OAB Act) states that all government authorities must seek to give effect to the UNCRC. The Convention sets minimum standards and obligations for the protection of children’s and young people’s rights, including their rights to have access to justice, education, health care and social services. All children have the right to have a say on all matters that affect them and for their views to be taken seriously. In making decisions about children their best interests should be the primary concern, as well as the right to be safe and to be free from discrimination.

Every five years, the Australian Government reports to the UNCRC Committee to explain how Australia is fulfilling its obligations in relation to child rights. In response to Australia’s fifth and sixth periodic reports, the Committee highlighted key areas of concern and made recommendations to ensure governments at both the Federal and State levels fulfil their obligations under the Convention. One of the Committee’s main areas of concern requiring urgent attention is access to education.

Child's right to education

Articles 28 and 29 of the UNCRC recognise the rights of every child to access and participate in education that respects their dignity and develops their individual personality and talents to the full.

A good education is central to lifelong physical and mental health outcomes, social inclusion and employment prospects. Education is not only a human right in itself, but also a fundamental means of realising other rights and greater social inclusion.

The right of every child to an education is embedded in South Australia's *Education and Children's Services Act 2019*. The Act also states that the best interests of the child must be the paramount consideration in all decisions pertaining to the Act.

Education is also one of the five key dimensions of the South Australian Outcomes Framework for Children and Young People, which recognises the importance of children entering the school system 'ready to take advantage of the learning environment', having positive learning experiences and being engaged in school, further education, training or work.

The school system in South Australia

South Australia's school system is comprised of three compulsory stages: preschool, primary and secondary school. Children aged 6 to 16 years are required to engage in formal education. Children may attend government or non-government (Catholic or independent) schools, as well as authorised home schooling options. The majority of children in South Australia attend government schools.

Some welcome developments in 2023 include:

- State-wide consultation on the Purpose of Public Education, which engaged with students in government schools across the state and culminated in a new purpose statement and strategy for public education.
- Commitments in the 2023–24 State Budget addressing cost of living pressures, including the expansion of the school breakfast program and the subsidy for materials and services charge for the 2024 school year.
- The release of the final report of the Royal Commission into Early Childhood Education and Care in August 2023, which makes 43 recommendations in relation to supporting families in the first 1000 days of a child's life, as well as to improving the quality and accessibility of preschool and out of school hours care.
- Progress on the Department for Education's One in Four reforms and student engagement reforms, including:
 - Release of the Tailored Learning Provision model, which redesigns the Flexible Learning Options (FLO) model for implementation from 2024.
 - Release of a revised draft suspensions, exclusion and expulsion of students procedure.
 - The appointment of Autism Inclusion Teachers in all government primary schools.
 - Improvements to the Inclusive Education Support Program (IESP), so that schools will no longer need to apply to the IESP Panel for categories 1 to 3 funding from Term 1 2024.

South Australia's progress on the latest recommendations made by the UN Committee in relation to education



No evidence that the UN Committee's recommendation is being addressed



Some evidence that the UN Committee's recommendation is being addressed



Clear evidence that the UN Committee's recommendation is being addressed

Current Status

To intensify its efforts to prevent and address bullying in schools, including online bullying, through the eSafety Commissioner and provide support to child victims, in particular lesbian, gay, bisexual, transgender and intersex children.

South Australia's state-wide bullying prevention strategy, Connected – A Community Approach to Bullying Prevention within the School Gates and Beyond, was launched in 2019 and concluded in 2022. A 12-month progress report was released during the strategy's implementation. Although the Commissioner's 2022 report noted that a final report on the strategy's implementation was being drafted, this has not been released publicly. There is no new strategy for 2023 and beyond as the Department for Education has embedded the key actions of the strategy into policy, with 'a suite of new tools and resources available to schools on an ongoing basis'.¹⁰


The Senate Education and Employment References Committee released the report of its inquiry into school refusal and related matters in August 2023. The Committee noted a 'failure to prevent or manage bullying' as a factor contributing to school absence and recommended a stronger focus on wellbeing in schools.¹¹ The Productivity Commission's Review of the National School Reform Agreement (NSRA) made similar findings and recommended that the next NSRA include an explicit focus on supporting student wellbeing, along with a commitment to annual reporting.¹² Building on the Productivity Commission Review, an Expert Panel was established to lead a Review to Inform a Better and Fairer Education System. The Expert Panel delivered its final report to Education Ministers on 31 October 2023 and is under consideration.¹³


2023 results from the Department for Education's Wellbeing and Engagement Collection show:


- An increase in the proportion of all students reporting being bullied 'weekly' from 16% in 2019 to 18% in 2023.
- An increase in 'weekly' or 'monthly' verbal bullying (46% in 2019 to 49% in 2023), physical bullying (30% in 2019 to 32% in 2023) and cyberbullying (21% in 2019 to 23% in 2023). Social bullying was the same in 2019 and 2023 (43%).
- Physical, verbal and social bullying become less frequent as students get older, whereas the frequency of cyberbullying remains relatively steady across year levels. Across all bullying types, 20% of Year 4 students reported being bullied 'weekly', compared to 15% of Year 10 students and 10% of Year 12 students.¹⁴

The following government school-based programs to support student wellbeing are new in 2023:

- The roll-out of the School Mental Health Service follows a successful pilot in nine schools in 2022/23. The early intervention service supports young people with 'mild to moderate and emerging mental health concerns' and will be provided in up to 65 secondary schools, combined schools and area schools.¹⁵

 **No evidence** that the UN Committee's recommendation is being addressed

 **Some evidence** that the UN Committee's recommendation is being addressed

 **Clear evidence** that the UN Committee's recommendation is being addressed

- Training on the Positive Behaviour for Learning (PBL) framework began in 25 schools in Term 1 2023 to improve student engagement and 'learning and behaviour outcomes'. A total of 40 schools will implement the PBL framework over 3 years from 2023 with 'annual monitoring and evaluation'.¹⁶
- The External Wellbeing Programs Directory provides schools with information about evidence-informed mental health and wellbeing programs available from external providers.¹⁷
- Funding for 30 schools to engage in training and support for restorative practices has been put in place, in addition to new online learning modules for all government school staff.¹⁸

In December 2022, the Minister for Education, Training and Skills hosted a roundtable on violence prevention in schools. The Department for Education released a Summary Report outlining immediate actions from the roundtable along with a commitment to develop a Plan of Action that builds on existing initiatives related to prevention, restorative practices, teacher education, student voice and agency, and school-family-community partnerships.¹⁹

A ban on the use of mobile phones in government secondary schools became compulsory in 2023. This government election commitment seeks to help 'limit exposure' to cyberbullying.²⁰ The Commissioner has expressed reservations about the ban. Future progress reports will monitor the implementation of this policy. The Department for Education's Guideline on responding to online safety incidents in South Australian schools is due to be reviewed in August 2024.

In terms of support for LGBTQIA+ students, the Department for Education's Supporting Gender Diverse, Intersex and Sexually Diverse Children and Young People Policy and Gender Diverse and Intersex Child and Young People Support Procedure states that discrimination based on sexual orientation, gender identity, and/or intersex status 'must be addressed' in anti-bullying policies across all department preschools, schools and childcare settings. It remains unclear how the implementation of this policy is being monitored. While versions of this policy and procedure have remained in place over changes of government, legislation is needed to ensure the right of LGBTQIA+ students are protected. Policies or procedures of this kind are not consistently in place, made publicly available or monitored across South Australia's Catholic and independent schools.

The *Equal Opportunity Act 1984 (SA)* continues to allow some organisations (including religious schools) to discriminate on the basis of a student's sexuality or gender identity. There has been no further progress in terms of clarifying these exceptions since public consultation on the draft South Australia Equal Opportunity (Religious Bodies) Amendment Bill 2020, which has not been tabled in Parliament.²¹ In February 2023, the Attorney-General advised the Legislative Council that he was considering putting in place similar reforms to equal opportunity legislation in place or proposed in other jurisdictions.²²

The federal government asked the Australian Law Reform Commission to inquire into religious educational institutions and anti-discrimination laws. Submissions closed in February 2023. While a final report was initially due to the Commonwealth Attorney-General in April 2023, the date for reporting has been extended to 31 December 2023 due to 'the large volume of submissions received'.²³

- **No evidence** that the UN Committee's recommendation is being addressed
- **Some evidence** that the UN Committee's recommendation is being addressed
- **Clear evidence** that the UN Committee's recommendation is being addressed

To strengthen the school-based Respectful Relationships initiative to promote gender equality and respect.



Comprehensive relationships and sexual health (CRSH) education is crucial to promoting children's rights and gender equality. The right of South Australian children and young people to access comprehensive relationships and sexual health (CRSH) curriculum in primary and secondary school is currently impacted by the lack of consistently mandated curriculum in South Australia.

In South Australia, SHINE SA trains and supports teachers in South Australian public schools to facilitate evidence-based, best practice Teaching It Like It Is CRSH curriculum. At present, individual schools may elect to implement the SHINE SA program, or deliver alternative models, potentially including those which are not comprehensive, evidence-based or inclusive of diversity. In Victoria, Respectful Relationships education is mandated as a core component of the Victorian Curriculum from foundation to year 12.

Standardising and supporting the implementation of best practice CRSH curriculum protects the right of South Australian children and young people to access this essential health and wellbeing education. Access for adolescents who leave the school system early and experience additional vulnerabilities (such as those in youth detention or out of school programs) also require additional resourcing and support.

In 2022, Australian Education ministers endorsed changes to the Australian Curriculum that require all Australian schools to teach age-appropriate consent education from foundation to Year 10 from 2023. However, monitoring the delivery of this commitment is challenging, particularly in the absence of a state or national strategy or framework guiding the development, implementation and delivery of school-based relationships and sexual health education, including consent education.

Several welcome developments have progressed in 2023 as part of the federal government's \$77.6 million investment in the October 2022 Federal Budget to strengthen Consent and Respectful Relationships Education (CRRE). The CRRE measure will provide grant funding to states, territories and the non-government schooling sectors across all jurisdictions to help schools invest in respectful relationships education.

Implementation of the CRRE measure is informed and guided by the National Respectful Relationships Education Expert Working Group (NRREEWG), which met for the first time in June 2023 and is overseeing:

- a rapid review of the current delivery of respectful relationships programs to identify opportunities for improvement, and
- the development of a National Respectful Relationships Education Framework to support the delivery of high-quality RRE, informed by national engagement with stakeholders.²⁴

The federal government has also committed \$5 million over two years from 2022–23 for the Australian Human Rights Commission (AHRC) to undertake a survey of secondary school-age students on their understanding of consent and experiences of school-based consent education. The findings from the survey are expected to inform the delivery of future education programs and the CRRE measure.²⁵ In November 2022, the AHRC informed the Legal and Constitutional Affairs Legislation Committee that it was 'waiting on a grant agreement from the Department of Education' that is expected to commence in 2024.²⁶

- **No evidence** that the UN Committee's recommendation is being addressed
- **Some evidence** that the UN Committee's recommendation is being addressed
- **Clear evidence** that the UN Committee's recommendation is being addressed

- **No evidence** that the UN Committee's recommendation is being addressed
- **Some evidence** that the UN Committee's recommendation is being addressed
- **Clear evidence** that the UN Committee's recommendation is being addressed

In September 2023, the Senate Legal and Constitutional Affairs References Committee released the report of its inquiry into current and proposed consent laws in Australia. The Committee considered the impact of consent laws on consent education and recommended that the federal government:

- provide ongoing funding to sufficiently resource the elements of the Australian Curriculum 9.0 that provide for RRE, and
- work with states and territories to develop a strategy and deliver funding 'for upskilling the education workforce to achieve the consistent and effective delivery of comprehensive Respectful Relationships Education in Australian schools', including consideration of mandatory education in Initial Teacher Education Curriculum.²⁷

State curriculum and school authorities are ultimately responsible for implementing the Australian Curriculum. Future progress reports will monitor South Australia's progress in line with these commitments and developments at the national level, noting that 'consent' is only one aspect of comprehensive relationships and sexual health education, and that lessons learned at school 'must be supported and validated by adults outside the classroom'.²⁸

South Australia's Keeping Safe: Child Protection Curriculum (KS:CPC) has been under review throughout 2022–23, with the third edition expected to be released in early 2024. As of June 2023, progress based on consultation included a review of the aims, rationale, activities and sequence of topics, as well as the development of a curriculum framework, and design and support materials for Aboriginal children, children with disability and children from culturally and linguistically diverse backgrounds.²⁹

To ensure that all children with disabilities have access to inclusive education in mainstream schools and are provided with the support they need, and to address the use of restraints and seclusion.

The Commissioner remains concerned about the high number of children being excluded from primary schools, particularly students with disability, boys, Aboriginal children and children in out-of-home care. The Commissioner has expressed to the Department her view that primary school children should not be suspended, excluded or expelled.

As noted in previous progress reports, students with disability are disproportionately impacted by informal and formal exclusionary practices that limit or reject their enrolment, participation and engagement in education. This includes practices that limit the hours students can attend school, isolate students from peers and restrict children's rights.

Data provided to this office by the Department for Education shows the number of students in government primary schools (Reception to Year 6) who received a take-home, suspension or exclusion in 2022.³⁰

- Students with disability (receiving funding through the Inclusion Education Support Program) make up 7.5% of total enrolments and 34.5% of the total number of primary school students who received a take-home, suspension and/or exclusion in 2022.



- Students with disability (according to the Nationally Consistent Collection of Data on students with disability, which includes IESP students) make up 33.0% of total enrolments and 73.6% of the total number of primary school students who received a take-home, suspension and/or exclusion in 2022.

In May 2023, Children and Young People with Disability Australia (CYDA) released findings from a survey of students with disability across Australia, which found 70% of respondents had been excluded from events or activities as part of their schooling.³¹ A preschool survey by CYDA also found that parents reported children being refused enrolment and excluded from excursions, events or activities.³²

In November 2023, the Department for Education sought feedback on its draft revised suspension, exclusion and expulsion of students procedure (SEE procedure). The draft SEE procedure refers to the obligations under the Disability Standards for Education 2005 and includes 'making adjustments for students with disability' as a key consideration in determining whether an exclusionary response is appropriate. It states that suspension should not be used where behaviour 'may be connected to a student's disability'. Further, when an appeal is made against a decision to exclude a student with disability, the appeal panel must have expertise in an area related to the student's circumstances, including disability support.

Non-government school sectors do not appear to have procedures in place of this kind, and there is no publicly available data on suspensions or exclusions from non-government school sectors.

The majority of students with disability (95.1%) are enrolled in mainstream education settings (either in mainstream classes or in special classes or units within mainstream schools), compared to 4.9% of students with disability who are enrolled in special schools.³³ The number of full-time equivalent students with disability in mainstream schools remained steady between 2022 and 2023: 18,630.1 in 2023, compared to 18,610.3 in 2022. In 2022, 307 students with intellectual disability completed their SACE with one or more modified subjects, compared to 353 students in 2021 and 323 students in 2020.³⁴

The report of the Review of the *Disability Inclusion Act 2018* recommended that the Department for Education be required to report on 'the extent to which children living with disability are able to participate in mainstream learning and social experiences at school'.³⁵ The 2022 Amendment Bill did not provide for this recommendation, but future progress reports will monitor the extent to which this is addressed in legislation and policy, including the new State Disability Inclusion Plan.

The Department for Education's One in Four reform program has progressed in 2023 with the following developments:

- The appointment of Autism Inclusion Teachers in all government primary schools from the start of the 2023 school year.³⁶
- Improvements to the Inclusive Education Support Program (IESP), following a pilot of new processes in 22 schools in Terms 3 and 4 of 2022. A new Supplementary Level Funding grant will be introduced from Term 1 2024 so that schools will no longer need to apply to the IESP Panel for categories 1 to 3 funding.³⁷

- **No evidence** that the UN Committee's recommendation is being addressed
- **Some evidence** that the UN Committee's recommendation is being addressed
- **Clear evidence** that the UN Committee's recommendation is being addressed

- Launch of 9 new practice guides for educators to support learners with functional needs, in addition to the sixteen practice guides released in 2022.
- As of February 2023, the indicator framework that describes the outcomes which the Department is seeking for children with functional needs is in its ‘implementation phase’.³⁸
- Improvements to the accessibility of Student Support Services, with the Department’s 2022 Annual Report noting an average reduction in wait times by 25% across all disciplines.³⁹
- Over 60 preschool sites have engaged with the Preschool Inclusion Project which supports IESP reforms in preschools as of Term 3 2023. Every government preschool in South Australia will be involved by the end of 2024.⁴⁰

A new Tailored Learning Provision model will be implemented in 12 sample schools from 2024 as part of the Department’s student engagement reforms and redesign of the Flexible Learning Options (FLO) model.

In 2023, the Parliament of South Australia’s Social Development Committee is undertaking an inquiry into funding for children and students with additional learning needs in public schools and preschools.

The final report of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability was handed to the federal government in September 2023. The Commissioners had differing views on whether special/ segregated (non-mainstream) schools should be phased out over time. Nevertheless, they agreed that mainstream schools ‘need major reforms to overcome the barriers that prevent students with disability accessing safe, equal and inclusive education’.⁴¹ The Royal Commission recommends that state and territory governments take action to:

- Provide equal access to mainstream education and enrolment.
- Prevent the use of exclusionary discipline against students with disability.
- Improve the provision of reasonable adjustments.
- Develop a ‘National Roadmap to Inclusive Education’.
- Implement a careers guidance and transition support service for students with disability.
- Strengthen oversight and enforcement of inclusive practices and improve data collection, workforce capacity, student and parental communication, First Nations expertise, funding and complaints management.⁴²

Restrictive practices

The Department for Education, the South Australian Ombudsman, the Equal Opportunity Commission and the Australian Human Rights Commission handle complaints in relation to restraints, seclusion and discrimination against children with disability. However, there continues to be no child-focused safeguarding or independent oversight mechanism to protect children with disability from exclusionary or restrictive practices in education settings.

■ **No evidence** that the UN Committee’s recommendation is being addressed

■ **Some evidence** that the UN Committee’s recommendation is being addressed

■ **Clear evidence** that the UN Committee’s recommendation is being addressed

- **No evidence** that the UN Committee's recommendation is being addressed
- **Some evidence** that the UN Committee's recommendation is being addressed
- **Clear evidence** that the UN Committee's recommendation is being addressed

South Australia's legislation regulating restrictive practices remains limited to practices used by registered NDIS service providers with NDIS participants. There has been no further progress in 2023 in terms of cross-government legislation for regulating restrictive practices outside of the NDIS.

The Department for Education's Protective Practices guidelines allow staff to 'make legitimate use of physical restraint' as a 'last resort' where a student is causing harm to themselves or others. The guidelines acknowledge that staff must consider 'the age, stature, disability, understanding and gender of the child or young person' and that 'inappropriate use of physical restraint/restrictive practices may constitute assault'.⁴³

The final report of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability recommends that state and territory governments take immediate action to ensure that the use of restrictive practices, and physical, mechanical and chemical restraints, is not permitted in a range of settings including in education settings 'as a form of discipline, punishment or threat; as a means of coercion or retaliation; in response to property destruction; or for reasons of convenience'.⁴⁴

To address the shortcomings of the Closing the Gap measures for Aboriginal and Torres Strait Islander children and to reach the targets on school attendance, retention rates, literacy and numeracy standards by paying particular attention to these children in remote areas and investing in teachers' cultural competency of these communities' history.

The apparent retention rate for Aboriginal secondary students in South Australian schools in 2022 was 74.4% in 2022, down from 76.3% in 2021 but higher than the 2022 national average of 56.4%.⁴⁵ The attendance rate of all enrolled Aboriginal students in Years 1 to 10 was 72.5% in 2022, which is lower than the national attendance rate (74.5%) and the 2021 attendance rate (77.3%).⁴⁶ The attendance rate for non-Indigenous students in Years 1 to 10 in South Australian schools in 2022 was 86.4%.⁴⁷

In 2022, 260 Aboriginal students completed their SACE in South Australian government schools, compared to 342 students in 2021.⁴⁸

Between 2021 and 2022, there was improvement in NAPLAN mean scores for Aboriginal students in South Australia for Reading in years 3 and 5 and Numeracy in year 5.⁴⁹ From 2023, student achievement in NAPLAN is reported against four new levels of proficiency (Exceeding, Strong, Developing and Needs additional support), therefore results from 2023 are not comparable to previous years.

It is important to note that NAPLAN testing has been criticised for not being culturally relevant or appropriate. A 2021 study by the University of New South Wales in partnership with the NSW Department of Education found that adjusting NAPLAN questions to be culturally relevant for Aboriginal students and students in regional areas could close the gap in reading scores between Indigenous and non-Indigenous students by 50 per cent.⁵⁰

According to data provided to this office by the Department for Education, Aboriginal students made up 7.2% of Reception to Year 6 total enrolments in government primary schools in 2022, and 20.1% of students who received a take-home, suspension and/or exclusion.⁵¹



The Graham Inquiry into Suspensions, Exclusions and Expulsion Processes in South Australian Government Schools (the SEE Inquiry) made recommendations specific to Aboriginal children that would require culturally appropriate trauma informed practice; consultation with Aboriginal Education services and staff; family conferencing and parental sign-off; and support for Aboriginal children with disability.⁵² Future progress reports will monitor the extent to which the finalised SEE procedures address these recommendations.

The preliminary report of the Commissioner for Aboriginal Children and Young People's Inquiry into the Application of the Aboriginal and Torres Strait Islander Child Placement Principle notes that child protection notifications are often made in the education sector when a 'family support response' is needed.⁵³ The Commissioner for Aboriginal Children and Young People highlighted the important opportunity for trusted Aboriginal Community Controlled Organisation (ACCO) services to engage Aboriginal families in education settings, including in early childhood education and care (ECEC), to support families early in a child's life.

In 2021, 55.5% of Aboriginal people aged 15 to 24 years in South Australia were fully engaged in employment, education or training, a decrease from 57.6% in 2016.⁵⁴ This is a deterioration in South Australia's performance on Closing the Gap Target 7: to increase the proportion of Aboriginal and Torres Strait Islander youth (15–24 years) who are in employment, education or training to 67% by 2031.

Some progress has been made in 2023 against the 10-year goals of the Aboriginal Education Strategy 2019–29, as reported in South Australia's 2022–23 Annual Report on the National Agreement on Closing the Gap:

1. Aboriginal children establish foundations for success in the early years:
 - a. The establishment of an Aboriginal Early Years Reference Group with representatives from local Aboriginal community organisations and leaders to support improved preschool enrolment and attendance and advise on early years matters relating to Aboriginal children.⁵⁵
 - b. The final report of South Australia's Royal Commission into Early Childhood Education and Care (ECEC), released in August 2023, makes recommendations to ensure ECEC services are culturally safe and inclusive and to support Aboriginal community-led policy for Aboriginal children, including in relation to:
 - strengthening the Aboriginal Community Controlled Organisation (ACCO) sector as a valued part of early childhood education and care provision.
 - engaging Aboriginal representative organisations in ensuring Aboriginal children 'retain the benefits' from the existing three-year-old preschool model and have the opportunity to improve it.⁵⁶
2. Aboriginal children and young people excel at school:
 - a. A pilot commenced in Term 4 2022 to deliver a new service model (YERTA) to support Aboriginal children and families with school attendance. The YERTA project is a partnership between the Department for Education, Kornar Winmil Yunti (KWY) and the Department of Human Services.

■ **No evidence** that the UN Committee's recommendation is being addressed

■ **Some evidence** that the UN Committee's recommendation is being addressed

■ **Clear evidence** that the UN Committee's recommendation is being addressed

- b. The provision of grants to strengthen Aboriginal language education and the development of Aboriginal languages curriculum resources for five South Australian Aboriginal languages (Pitjantjatjara, Yankunytjatjara, Kurna, Ngarrindjeri and Nharangga).⁵⁷
 - c. The Targeted Learner Achievement implementation team was established to embed the Aboriginal Learner Achievement Leaders' Resource (ALALR) into all government schools.⁵⁸
 - d. The number of Clontarf academies increased by 4 throughout 2022–23, bringing the total to 11.
 - e. The attendance rate for participants in the Shooting Stars Academy has increased by 2.4% since 2021, and two new programs have been added in 2022-23: Deadly Minds Matter and Yarning with the Stars.
 - f. 2023–24 Budget provides \$5.6 million over four years to support Taondi Aboriginal College.
3. Aboriginal young people on pathways to success:
- a. As of Term 2 2023, 1,085 students were participating in South Australian Aboriginal Secondary Training Academy (SAASTA) academies. The number of schools participating in SAASTA's Connect program increased from 9 sites in 2022 to 24 sites in 2023, and an additional 9 sites expressed interests for 2024. The Connect program prepares students to join a school-based or specialist academy from Year 10.
 - b. The Workabout Program engaged 687 students from over 71 schools during 2022–23. This resulted in 48 employment outcomes and 1,455 formal and informal training outcomes. As of June 2023, 60% of students accessing training or support from a Workabout Centre were in metropolitan areas and 40% in regional areas.
 - c. More than 180 Year 10 students participated in the Aboriginal Career Exploration (ACE) Program in its second year in 2022.

The Department for Education launched its Culturally Responsive Framework in 2023 to support Department staff to 'embed cultural responsiveness in its practice across all environments'.⁵⁹ The Aboriginal Education Policy Consultation Framework (Aboriginal Voice) was implemented in early 2023 to 'ensure Aboriginal staff perspectives are included in policy development', in line with the Aboriginal Education Strategy and the Stretch Reconciliation Action Plan.⁶⁰

- **No evidence** that the UN Committee's recommendation is being addressed
- **Some evidence** that the UN Committee's recommendation is being addressed
- **Clear evidence** that the UN Committee's recommendation is being addressed

To invest more in improving education at the early childhood, primary and secondary levels, paying particular attention to children living in remote areas, Aboriginal and Torres Strait Islander children, children with disabilities, children in marginalised and disadvantaged situations, children in alternative care and children from refugee and migrant backgrounds.

In July 2023, the Department for Education released a new purpose statement for public education and strategy for public education, following statewide consultation between November 2022 and May 2023. The Strategy's four inter-related areas of impact are: wellbeing, equity and excellence, learner agency and effective learners. The strategy outlines how progress will be measured over time, noting that new measures will be 'developed and trialled collaboratively over time'.⁶¹

Evidence of progress at different levels of education

Early childhood education

In 2022, 62.0% of 3 year olds, 82.0% of 4 year olds and 16.1% of 5 year olds in South Australia were enrolled in preschool.⁶² Some 3 to 5-year-old children are under-represented in preschool enrolments compared to their proportion in the community. For example, children aged 3 to 5 years from non-English speaking backgrounds made up 20.6% of the community and only 10.6% of preschool enrolments in 2022.⁶³ Children from regional, remote and very remote areas also have lower preschool enrolments compared to their proportion in the community. Children with disability and Aboriginal children have higher preschool enrolments compared to their proportion in the community, as might be expected given access to 3-year-old preschool is being actively encouraged for these children.

In August 2023, South Australia's Royal Commission into Early Childhood Education and Care released its Final Report. The State government immediately accepted 13 of the Royal Commission's 43 recommendations and will collaborate with the federal government on a further six recommendations. A new independent Office for Early Childhood Development will coordinate the cross-sectoral response to plan for and implement universal 3-year-old preschool from 2026 and other Royal Commission recommendations related to supporting families in the first 1000 days. The Commissioner will follow the progress of these recommendations, particularly those related to improving equitable outcomes, noting that preschool uptake is not equal nor compulsory.

The Royal Commission recommends that the South Australian government set a 20-year goal to reduce the proportion of South Australian children who are developmentally vulnerable in one or more domains from the current rate of 23.8% to 15%.

Key deliverables in relation to the Early Learning Strategy reported in the Department for Education's 2022 Annual Report, include:

- Launch of the 'Enrol Now' preschool enrolment campaign in April 2022 which includes targeted approaches for Aboriginal children and children in care.
- Launch of the Words Grow Minds messaging campaign in Whyalla in 2023, following a pilot in Mount Gambier in 2022.
- Implementation of pilot programs with non-government organisations to expand child development checks.
- Commencement of mid-year intake into preschools from Term 3 2023.⁶⁴

■ **No evidence** that the UN Committee's recommendation is being addressed

■ **Some evidence** that the UN Committee's recommendation is being addressed

■ **Clear evidence** that the UN Committee's recommendation is being addressed

Primary and secondary

14,676 students completed their South Australian Certificate of Education (SACE) in 2022, compared to 15,738 students in 2021.⁶⁵ 3,042 students completed a VET Certificate III as part of their SACE in 2022, compared to 3,586 in 2021.⁶⁶ In 2022, 40% of students who completed SACE qualifications included VET studies, compared to 45.3% of students in 2020.⁶⁷

In November 2023, the Department released a document outlining the design elements of a new Tailored Learning Provision (TLP) model to support students 'at risk of disengaging from education'. This new model is a redesign of the Flexible Learning Options (FLO) model, a key project of the Department for Education's student engagement reforms during 2022 and 2023. The new model will be implemented in 12 sample schools in 2024, which will inform further development of the model. FLO programs in other schools will continue as 'business as usual'.

Relevant commitments in the 2023–24 Budget include:

- \$4.6 million in 2022–23 and \$7.6 million per annum from 2023–24 for government and non-government schools to participate in the National Student Wellbeing Program.
- \$100.2 million over four years for upgrades at government schools and preschools.

Future progress reports will monitor the government's response to the Royal Commission into Early Childhood Education and Care's recommendations regarding the quality and accessibility of out of school hours care (OSHC).

Country and rural areas

In 2022, there were 8,834 full-time equivalent students enrolled in schools in remote and very remote areas, making up 24.7% of all South Australian student enrolments.⁶⁸ 2,351 students in country South Australia completed their SACE in 2022, compared to 2,566 in 2021.

Key deliverables against the Country Education Strategy in 2022, as reported in the Department for Education Annual Report, include:

- Provision of scholarships for pre-service teachers to undertake country placements.
- Establishment of a Country Education Reference Group for stakeholders to share ideas.
- Improved access to psychology and speech pathology services through telepractice and external providers.
- A pilot program to improve access to housing for teachers in select regions.
- Upgrades to ICT infrastructure in 97% of country schools.

Catholic Education South Australia released its Regional and Remote Education Strategy in 2023, which aims to 'enhance outcomes and opportunities relating to faith, excellence, access and growth' across the state's 19 regional and remote Catholic schools.⁶⁹

- **No evidence** that the UN Committee's recommendation is being addressed
- **Some evidence** that the UN Committee's recommendation is being addressed
- **Clear evidence** that the UN Committee's recommendation is being addressed

Relevant 2023–24 Budget commitments include:

- Upgrades and replacement of school bus services on Anangu Pitjantjatjara Yankunytjatjara Lands and regional South Australia.⁷⁰

Children in care

South Australia's Child and Young Person Visitor's (CYP Visitor's) 2022–23 Annual Report noted that only 45% of young people visited in residential care were engaged in full time education. This was based on information provided by the Department for Child Protection and non-government organisations and the CYP Visitor 'believes that this may be a "best case scenario"'.⁷¹

Previous progress reports have noted that the review of South Australia's *Children and Young People (Safety) Act 2017* presented an opportunity to support educational and wellbeing outcomes of children and young people in care. The February 2023 Report on the legislative review of the Act noted strong support for amended legislation to 'require certain levels of service provision for children and young people in care and leaving care', particularly in the areas of education, health, disability support and housing.⁷² At the time of writing, draft legislation had not been introduced into Parliament.

According to data provided by the Department for Education, children in care made up 1.4% of total Reception to Year 6 enrolments and 6% of students who received a take-home, suspension and/or exclusion in 2022.

Future progress reports will monitor the government's response to the ECEC Royal Commission's recommendations in relation to 'connecting the families of children at child protection risk to early childhood education and care'.⁷³

Children in poverty

According to Australian Curriculum, Assessment and Reporting Authority (ACARA) data, more than one quarter (26.4%) of students enrolled in all schools in South Australia were in the lowest quartile of socio-educational advantage (SEA), increasing to 33.0% of students enrolled in government schools in 2021.⁷⁴ As noted in previous reports, Tasmania and Northern Territory are the only two states and territories with a higher proportion of students with low socio-educational advantage than South Australia.

Key commitments in the 2023–24 Budget that seek to support children living in disadvantaged and marginalised situations include:

- \$6.5 million over four years to expand the school breakfast program in government schools.
- \$12 million to deliver a \$100 subsidy for the materials and services charge for the 2024 school year to address cost of living challenges.
- \$1 million per annum from 2023–24 for the Smith Family's Learning for Life program that supports students experiencing disadvantage to succeed at school and beyond.⁷⁵

■ **No evidence** that the UN Committee's recommendation is being addressed

■ **Some evidence** that the UN Committee's recommendation is being addressed

■ **Clear evidence** that the UN Committee's recommendation is being addressed

Endnotes

- 1 Australian Curriculum Assessment and Reporting Authority (ACARA), *School students with disability*, National Report on Schooling in Australia, 2023, accessed 17 November 2023, <https://www.acara.edu.au/reporting/national-report-on-schooling-in-australia/school-students-with-disability>.
- 2 Data SA, *Suspensions, exclusions, and expulsions*, South Australian Government Data Directory, 2022, accessed 23 November 2023, <https://data.sa.gov.au/data/dataset/suspensions-exclusions-and-expulsions>.
- 3 Data SA, *Suspensions, exclusions, and expulsions*.
- 4 Data provided to the Commissioner for Children and Young People SA by the Department for Education. Behaviour (take home, suspension, exclusion and expulsion) and enrolment data for all primary year (Reception to Year 6) students. Note: Behaviour data is unvalidated data. Year 7 moved to secondary schools in 2022.
- 5 Data provided to the Commissioner for Children and Young People SA by the Department for Education. Behaviour (take home, suspension, exclusion and expulsion) and enrolment data for all primary year (Reception to Year 6) students. Note: Behaviour data is unvalidated data. Year 7 moved to secondary schools in 2022.
- 6 Department for Education, *South Australian Wellbeing and Engagement Collection: All SA Students Survey Year: 2023*, accessed 16 November 2023, <https://www.education.sa.gov.au/docs/system-performance/data-reports/wec-results-report-2023.pdf>.
- 7 Productivity Commission, *Closing the Gap 7 – Engaging in employment or education data tables*, 2023, accessed 20 November 2023, <https://www.pc.gov.au/closing-the-gap-data/dashboard/socio-economic/outcome-area7/ctg-2023-ctg07-employment-education-data-tables.xlsx>, Table CtG7A.1.
- 8 Department for Education, *South Australian Wellbeing and Engagement Collection*.
- 9 Department for Education, *South Australian Wellbeing and Engagement Collection*.
- 10 Department for Education, *Department for Education Annual Report 2022*, 2023, accessed 17 November 2023, <https://www.education.sa.gov.au/docs/ce-office/annual-reports/education-annual-report-2022.pdf>, p 17.
- 11 The Senate Education and Employment References Committee, *The national trend of school refusal and related matters*, Commonwealth of Australia, 2023, accessed 17 November 2023, https://parlinfo.aph.gov.au/parlInfo/download/committees/reportsen/RB000090/toc_pdf/TheNationalTrendOfSchoolRefusalAndRelatedMatters.pdf, p 24.
- 12 Productivity Commission, *Review of the National School Reform Agreement Study Report*, 2022, accessed 17 November 2023, <https://www.pc.gov.au/inquiries/completed/school-agreement/report/school-agreement.pdf>.
- 13 Department of Education, *Review to Inform a Better and Fairer Education System*, 2023, accessed 16 November 2023, <https://www.education.gov.au/review-inform-better-and-fairer-education-system>.
- 14 Department for Education, *South Australian Wellbeing and Engagement Collection*.
- 15 Department for Education, *School mental health service*, 2023, accessed 6 November 2023, <https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/mental-health/school-mental-health-service>.
- 16 Department for Education, *Positive behaviour learning framework for schools*, 2023, accessed 6 November 2023, <https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/behaviour-support/positive-behaviour-for-learning-framework-for-schools>.
- 17 Department for Education, *Violence prevention and response in schools*, 2023, accessed 6 November 2023, <https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/behaviour-support/violence-prevention-and-response-in-schools>.
- 18 Department for Education, *Violence prevention and response in schools*.
- 19 Department for Education, *Taking Immediate Action to Prevent Violence in Schools: Minister's Roundtable on Violence Prevention in Schools: Summary Report*, 2023, accessed 6 November 2023, <https://www.education.sa.gov.au/docs/support-and-inclusion/engagement-and-wellbeing/violence-prevention-roundtable-summary-report.pdf>.
- 20 Department for Education, *Mobile phones and personal devices at school*, Department for Education website, 2023, accessed 6 November 2023, <https://www.education.sa.gov.au/parents-and-families/safety-and-wellbeing/bullying-and-cyberbullying/using-mobile-phones-and-personal-devices-school>.
- 21 Equal Opportunity (Religious Bodies) Amendment Bill 2020, Draft for comment, Yoursay Website, accessed 15 November 2023, <https://yoursay.sa.gov.au/67606/widgets/331271/documents/197732>.
- 22 Parliament of South Australia, 'Religious Exemptions', Hansard, Legislative Council, 7 February 2023, <https://hansardsearch.parliament.sa.gov.au/daily/uh/2023-02-07/99?sid=7ee20c99d09a4b309a>.
- 23 Australian Law Reform Commission, *Religious Educational Institutions and Anti-Discrimination Laws*, ALRC website, 2022, accessed 23 November 2023, <https://www.alrc.gov.au/inquiry/anti-discrimination-laws/>.
- 24 Department of Education, *National Respectful Relationships Education Expert Group Meeting Communique: Meeting 5*, 27 October 2023, accessed 17 November 2023, <https://www.education.gov.au/download/17386/nrreewg-meeting-communique-27-october-2023/35162/document/pdf>.
- 25 Australian Human Rights Commission (AHRC), *National study on young people's attitudes towards consent and sex education*, AHRC website, 2022, accessed 8 November 2023, <https://humanrights.gov.au/schoolkidssurvey>.

- 26 The Senate Legal and Constitutional Affairs Committee, *Current and proposed sexual consent laws in Australia*, Commonwealth of Australia, 2023, accessed 6 November 2023, https://parlinfo.aph.gov.au/parlInfo/download/committees/reportsen/RB000074/toc_pdf/CurrentandproposedsexualconsentlawsinAustralia.pdf, p 82.
- 27 The Senate Legal and Constitutional Affairs Committee, *Current and proposed sexual consent laws in Australia*.
- 28 D Carson, Body Safety Australia Submission to Senate inquiry into current and proposed sexual consent laws in Australia, Body Safety Australia, 2023, accessed 6 November 2023, <https://www.bodysafetyaustralia.com.au/resources/publications-submissions>, p 4.
- 29 Department for Education, 2022/23 Review, Keeping Safe: Child Protection Curriculum website, 2023, accessed 8 November 2023, <https://kscpc.sa.edu.au/about/review/>.
- 30 Data provided to the Commissioner for Children and Young People SA by the Department for Education. Behaviour (take home, suspension, exclusion and expulsion) and enrolment data for all primary year (Reception to Year 6) students. Note: Behaviour data is unvalidated data. Year 7 moved to secondary schools in 2022.
- 31 Children and Young People with Disability Australia, *Voices of experience from students with disability in Australia, CYDA Youth Education Survey 2022*, 2023, accessed 6 November 2023, <https://cyda.org.au/i-think-the-teachers-need-more-help-voices-of-experience-from-students-with-disability-in-australia/>.
- 32 Children and Young People with Disability Australia, *Taking the first step in an inclusive life – Experiences of Australian early childhood education and care*, 2022, accessed 20 November 2023, <https://cyda.org.au/taking-the-first-step-in-an-inclusive-life-experiences-of-australian-early-childhood-education-and-care/>.
- 33 Data SA, *Students with a disability by education setting*, South Australian Government Data Directory, 2022, accessed 23 November 2023, <https://data.sa.gov.au/data/dataset/students-with-a-disability-by-educational-setting>.
- 34 Department for Education, *Annual Report 2022*, p 24.
- 35 R Dennis, *The Disability Inclusion Act 2018 South Australia: Section 32 Review of Act Report*, 2022, accessed 15 November 2023, https://yoursay.sa.gov.au/83593/widgets/396121/documents/251705_.
- 36 South Australian Government, *State Budget 2023–2024, Budget Paper 4 – Volume 1: Agency Statements*, 2023, accessed 6 November 2023, https://www.statebudget.sa.gov.au/___data/assets/pdf_file/0010/914176/2023-24-Agency-Statements-Volume-1.pdf, p 187.
- 37 Department for Education, Inclusive Education Support Program reforms updates, EDi website, 2023, accessed 8 November 2023, <https://edi.sa.edu.au/supporting-children/disability-support/inclusive-education-support-program/inclusive-education-support-program-reforms-updates>.
- 38 Department for Education, *Indicator framework for children and students with functional needs*, EDi website, 2023, accessed 8 November 2023, <https://edi.sa.edu.au/library/document-library/early-years/one-in-four-reforms/outcomes-framework-one-in-four-reforms.pdf>.
- 39 Department for Education, *Annual Report 2022*, p 15.
- 40 Department for Education, Support and Inclusion reform newsletter: Term 3 2023, EDi website, 2023, accessed 6 November 2023, <https://edi.sa.edu.au/library/document-library/support-and-inclusion/support-and-inclusion-reform-newsletter-term-3-2023.pdf>.
- 41 Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, *Executive summary, our vision for an inclusive Australia and recommendations: Final report*, 2023, accessed 25 October 2023, <https://disability.royalcommission.gov.au/system/files/2023-09/Final%20Report%20-%20Executive%20Summary%2C%20Our%20vision%20for%20an%20inclusive%20Australia%20and%20Recommendations.pdf>, p 95.
- 42 Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, *Executive summary*, p 239.
- 43 Department for Education, Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings, 2nd ed, 2019, https://www.education.sa.gov.au/___data/assets/pdf_file/0008/260477/protective-practices-staff-interactions-children-young-people.pdf, p 8.
- 44 Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability, *Executive summary*, p 235.
- 45 Productivity Commission, '4 School Education', *Report on Government Services 2023*, 2023, accessed 8 November 2023, <https://www.pc.gov.au/ongoing/report-on-government-services/2023/child-care-education-and-training/school-education>, Table 4A.7.
- 46 Productivity Commission, '4 School Education', Table 4A.20.
- 47 Productivity Commission, '4 School Education', Table 4A.20.
- 48 Department for Education, *Annual Report 2022*, p 24.
- 49 Australian Curriculum Assessment and Reporting Authority (ACARA), *NAPLAN National Results*.
- 50 New South Wales Government, 'New research lifting Aboriginal student results', NSW Government website – Education, 13 November 2021, accessed 22 November 2023, <https://education.nsw.gov.au/news/latest-news/new-research-lifting-aboriginal-student-results>.
- 51 Data provided to the Commissioner for Children and Young People SA by the Department for Education. Behaviour (take home, suspension, exclusion and expulsion) and enrolment data for all primary year (Reception to Year 6) students. Note: Behaviour data is unvalidated data. Year 7 moved to secondary schools in 2022.

- 52 Graham et al, *Inquiry into Suspension, Exclusion and Expulsion Processes in South Australian Government Schools*, Centre for Inclusive Education, 2020, <https://www.education.sa.gov.au/docs/sup-port-and-inclusion/engagement-and-wellbeing/student-absences/report-of-an-independent-inquiry-into-suspensions-exclusions-and-expulsions-in-south-australian-government-schools.pdf>.
- 53 A Lawrie, *Preliminary report: The Inquiry into the Application of the Aboriginal and Torres Strait Islander Child Placement Principle in the Removal and Placement of Aboriginal Children in South Australia*, Commissioner for Aboriginal Children and Young People SA, 2023, accessed 23 November 2023, https://cacyp.com.au/wp-content/uploads/2023/10/CACYP_Preliminary-Report-2023.pdf, p 24.
- 54 Government of South Australia, *National Agreement on Closing the Gap: South Australia's Annual Report 2022–23*, 2023, accessed 21 November 2023, <https://www.agd.sa.gov.au/aboriginal-affairs-and-reconciliation/closing-the-gap/annual-report>.
- 55 South Australian Government, *State Budget 2023–2024, Budget Paper 4 – Volume 1: Agency Statements*, 2023, p 183.
- 56 Royal Commission into Early Childhood Education and Care, *Final Report*, 2023, accessed 16 November 2023, https://www.royalcommissionecec.sa.gov.au/___data/assets/pdf_file/0009/937332/RCECEC-Final-Report.pdf.
- 57 South Australian Government, *State Budget 2023–2024, Budget Paper 4 – Volume 1: Agency Statements*, 2023, p 187.
- 58 Department for Education, *Annual Report 2022*, p 16.
- 59 Department for Education, *Culturally Responsive Framework*, 2022, accessed 20 November 2023, <https://www.education.sa.gov.au/policies/pdf/culturally-responsive-framework.pdf>.
- 60 Government of South Australia, *National Agreement on Closing the Gap: South Australia's Annual Report 2022–23*, p 43.
- 61 Department for Education, *Our strategy for public education in South Australia*, 2023, accessed 16 November 2023, <https://www.education.sa.gov.au/purpose-media/Strategy-public-education.pdf>, p 17.
- 62 Productivity Commission, '3 Early childhood education and care', *Report on Government Services 2023*, 2023, accessed 8 November 2023, <https://www.pc.gov.au/ongoing/report-on-government-services/2023/child-care-education-and-training/early-childhood-education-and-care>, Table 3A.18.
- 63 Productivity Commission, '3 Early childhood education and care', Table 3A.12.
- 64 Department for Education, *Annual Report 2022*, pp 18–19.
- 65 Government of South Australia, *SACE Board of South Australia 2022 Annual Report*, 2023, accessed 16 November 2023, <https://www.sace.sa.edu.au/documents/652891/2eff5a46-5a16-179c-b827-dd9c47ed712e>; Government of South Australia, *SACE Board of South Australia 2021 Annual Report*, 2022, accessed 16 November 2023, <https://www.sace.sa.edu.au/documents/838603/1e5ceaab-1165-0ad1-83ee-bbc002ba49a9>.
- 66 Government of South Australia, *SACE Board of South Australia 2021 Annual Report*; Government of South Australia, *SACE Board of South Australia 2021 Annual Report*, 2022.
- 67 Department for Education, *Annual Report 2022*; Department for Education, *Department for Education Annual Report 2021, 2020*, accessed 17 November 2023; Department for Education, *Department for Education Annual Report 2020, 2019*, accessed 17 November 2023, <https://www.education.sa.gov.au/department/about-department/annual-reports-department>.
- 68 Productivity Commission, '4 School education', Table 4A.8.
- 69 Catholic Education South Australia, *Regional and Remote Education Strategy*, https://www.cesa.catholic.edu.au/___files/f/94146/CESA_Regional_and_Remote_Education_Strategy.pdf
- 70 South Australian Government, *State Budget 2023–2024, Budget Paper 5 – Budget Measures Statement*, 2023, accessed 6 November 2023, https://www.statebudget.sa.gov.au/___data/assets/pdf_file/0005/914180/2023-24-Budget-Measures-Statement.pdf, p 27.
- 71 Guardian for Children and Young People, *Child and Young Person's Visitor Annual Report 2022–23*, <https://gcyp.sa.gov.au/wordpress/wp-content/uploads/2023/11/Child-and-Young-Person-Visitor-2022-2023-Annual-Report.pdf>, p 61.
- 72 Department for Child Protection, *Review of the Children and Young People (Safety) Act 2017 Report*, Government of South Australia, 2023, accessed 17 November 2023, <https://yoursay.sa.gov.au/80300/widgets/383173/documents/254539>, p 23.
- 73 Royal Commission into Early Childhood Education and Care, *Final Report*.
- 74 Productivity Commission, '4 School Education', Table 4A.6.
- 75 South Australian Government, *State Budget 2023–2024, Budget Paper 5 – Budget Measures Statement*, pp 25–26.