

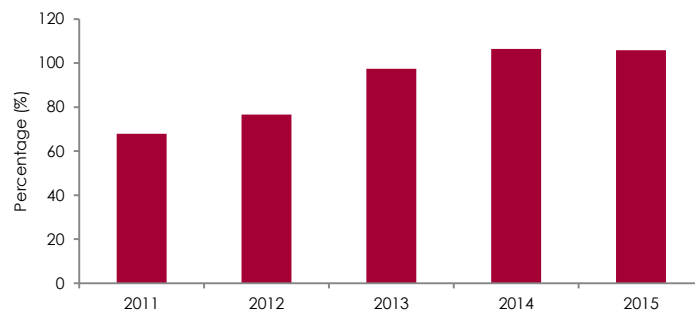
Appendix A – Queensland early years performance

Strategic objective: Children engaged in quality early years programs and making positive transitions into school

Participation

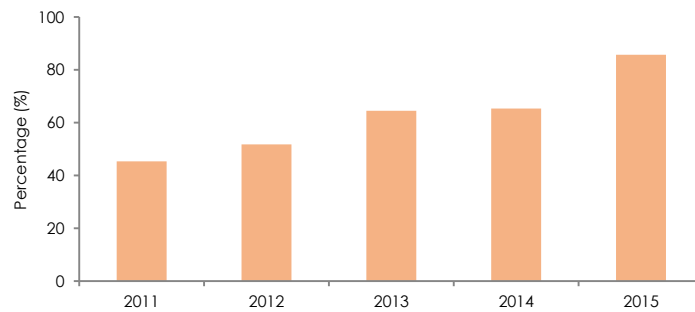
Proportion of children enrolled in an early childhood education program

Graph 7: All children



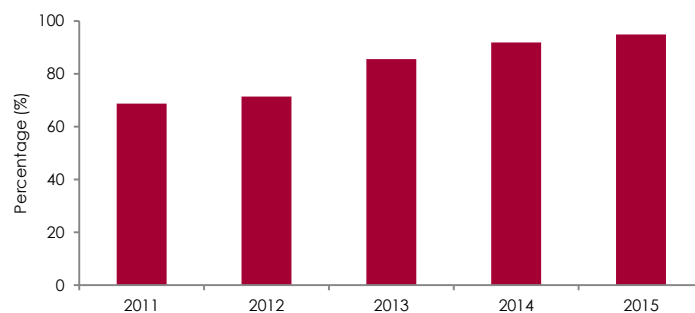
Source: ABS Preschool Education Australia (Catalogue No. 4240.0)

Graph 8: Indigenous children



Source: ABS Preschool Education Australia (Catalogue No. 4240.0)

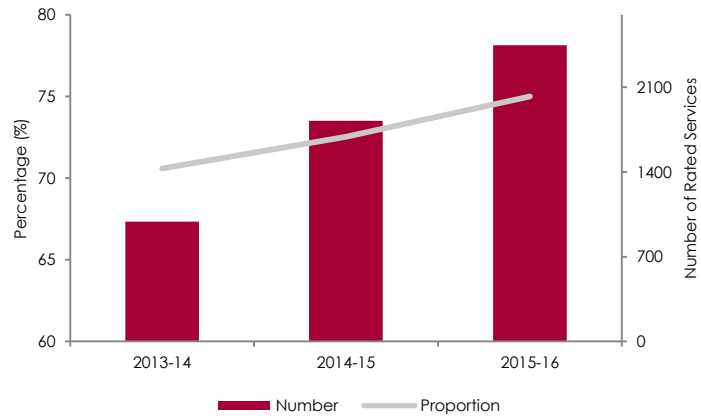
Graph 9: Disadvantaged communities



Source: ABS Preschool Education Australia (Catalogue No. 4240.0)

Quality

Graph 10: Proportion of assessed and rated services meeting or exceeding the National Quality Standard



Source: Australian Children's Education and Care Quality Authority (ACECQA) National Quality Framework (various years)

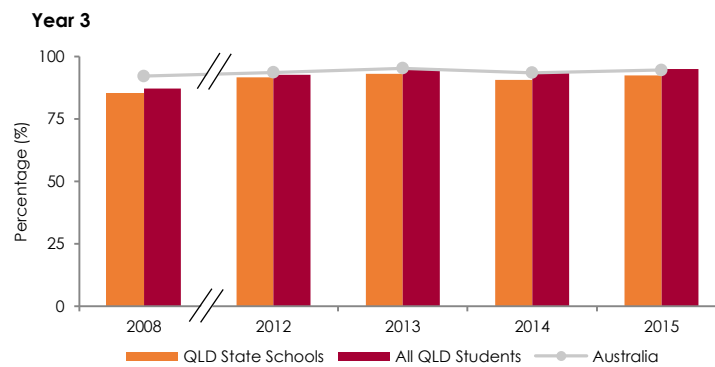
Appendix B – Queensland schooling performance

Strategic objective: Students engaged in learning, achieving and successfully transitioning to further education, training and work

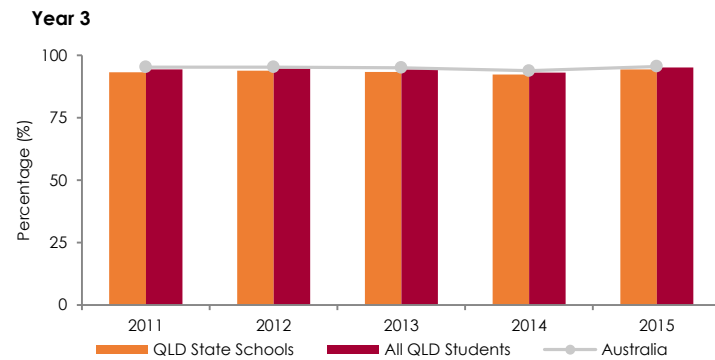
NAPLAN

Proportion of students achieving at or above the National Minimum Standard

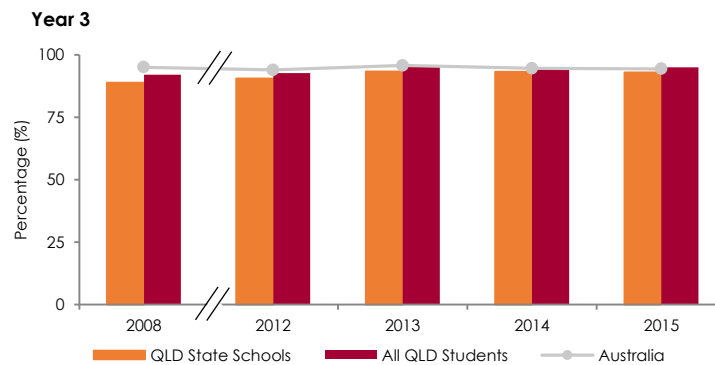
Graph 11: Year 3 Reading — All students



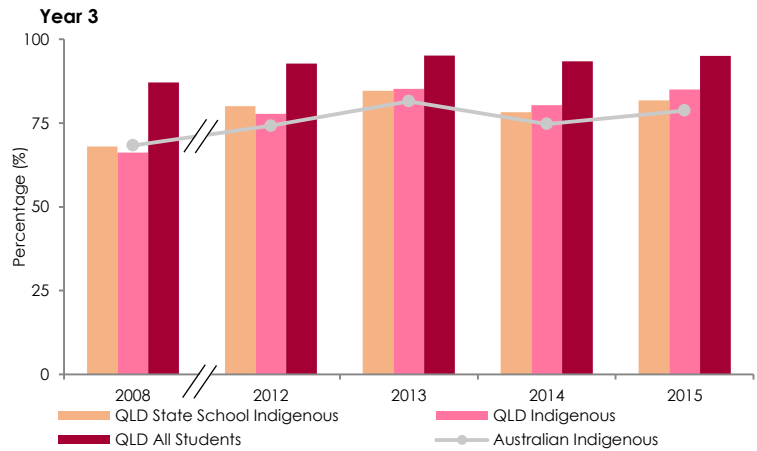
Graph 12: Year 3 Writing — All students



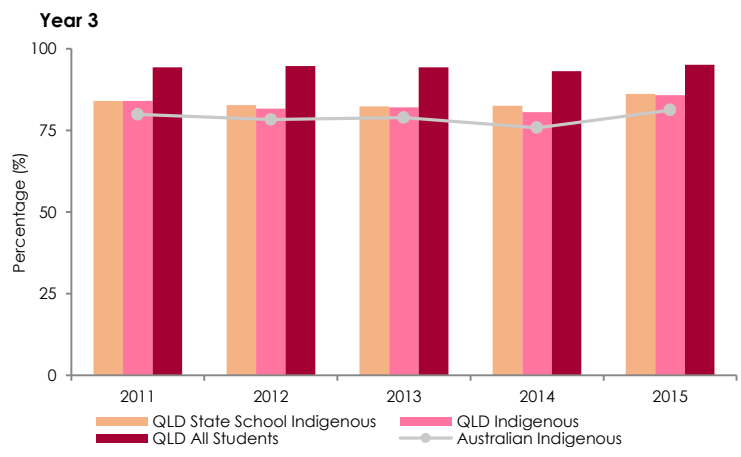
Graph 13: Year 3 Numeracy — All students



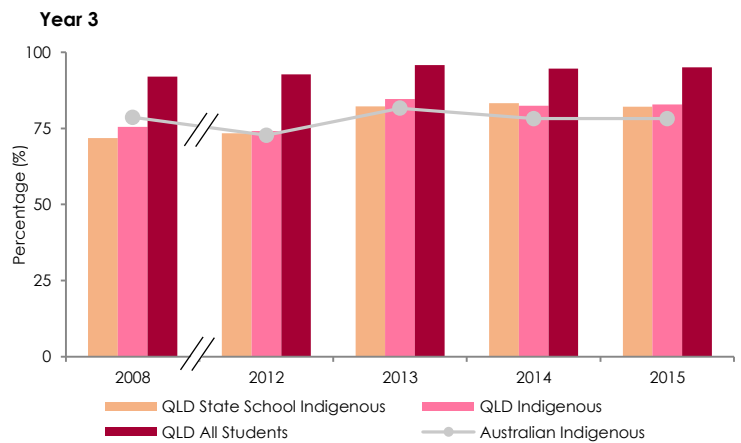
Graph 14: Year 3 Reading — Indigenous students



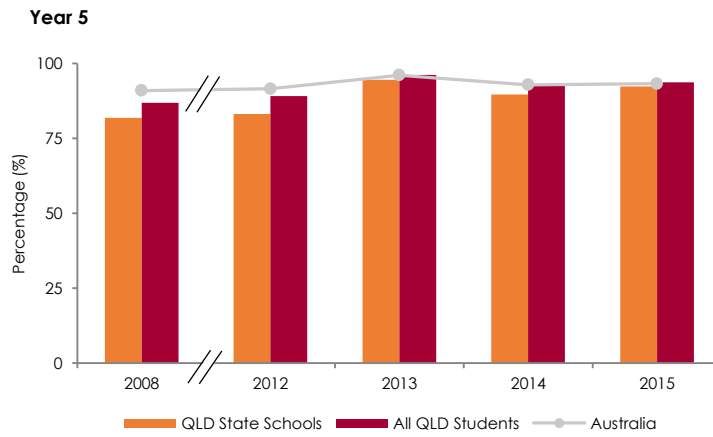
Graph 15: Year 3 Writing — Indigenous students



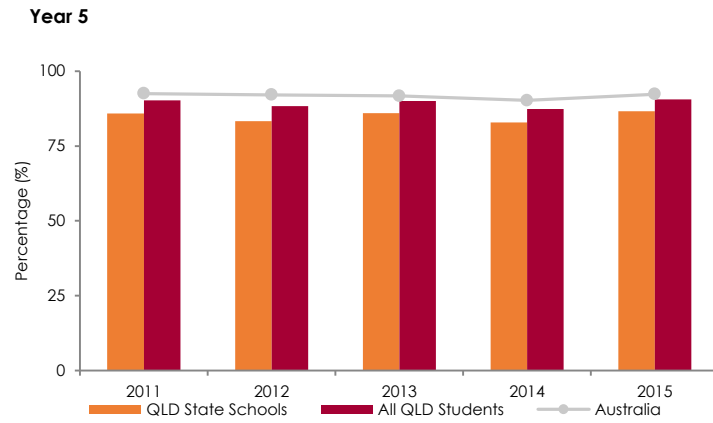
Graph 16: Year 3 Numeracy — Indigenous students



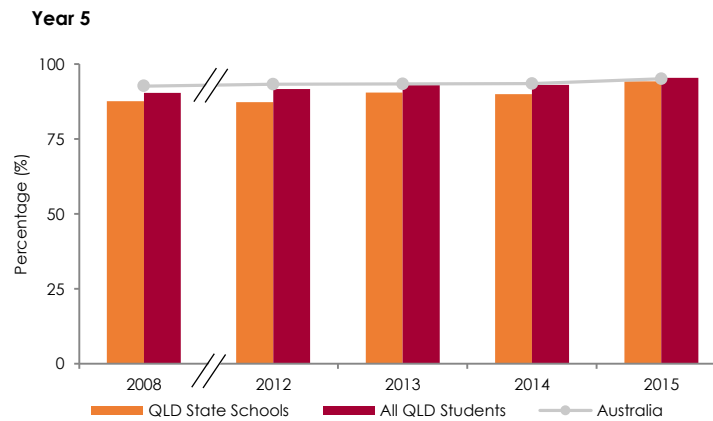
Graph 17: Year 5 Reading — All students



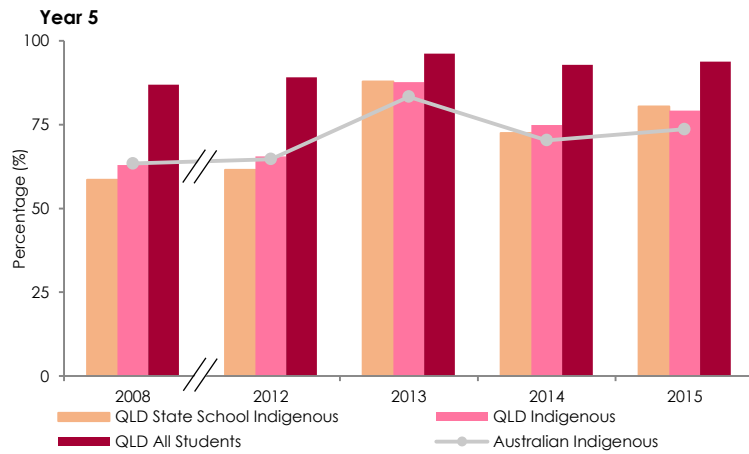
Graph 18: Year 5 Writing — All students



Graph 19: Year 5 Numeracy — All students



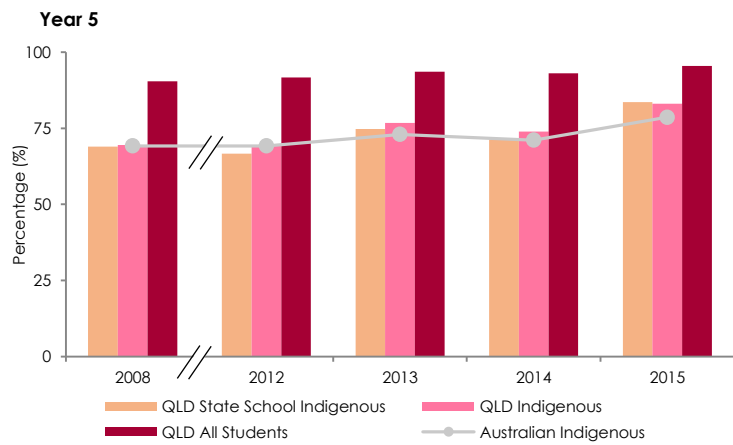
Graph 20: Year 5 Reading — Indigenous students



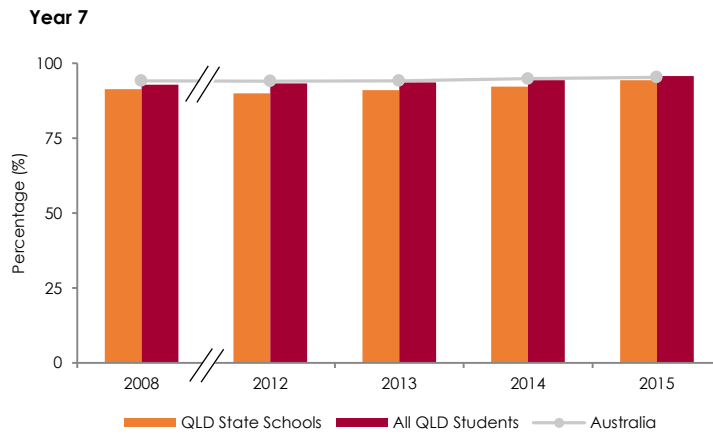
Graph 21: Year 5 Writing — Indigenous students



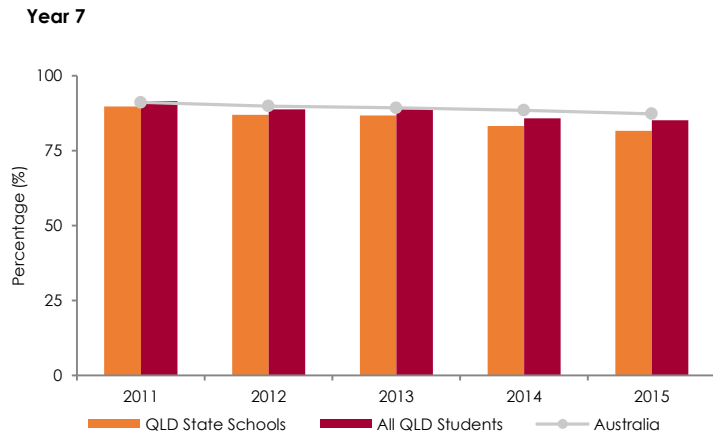
Graph 22: Year 5 Numeracy — Indigenous students



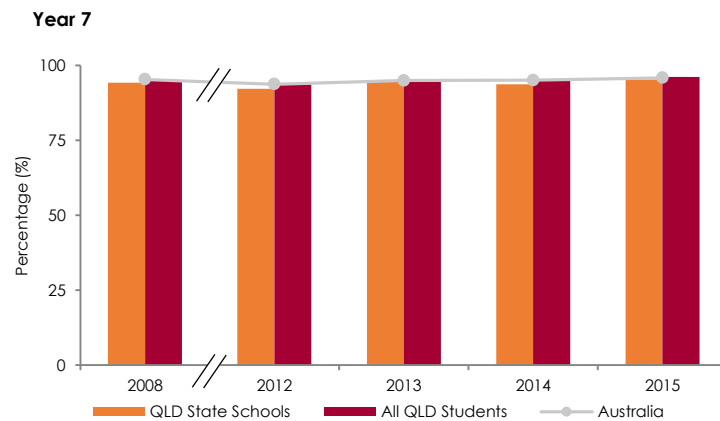
Graph 23: Year 7 Reading — All students



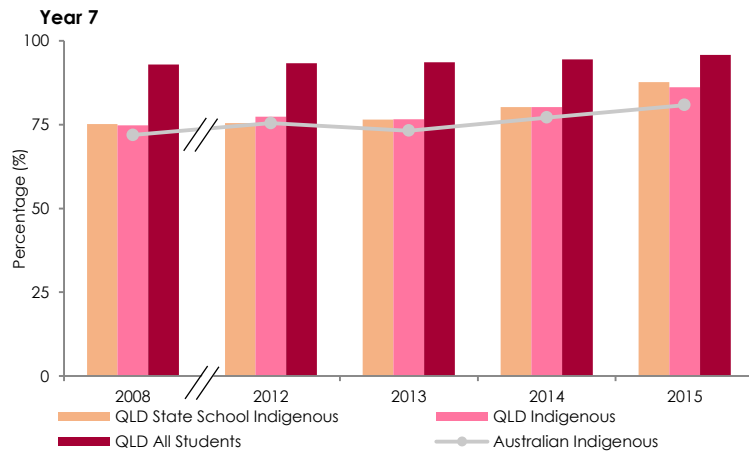
Graph 24: Year 7 Writing — All students



Graph 25: Year 7 Numeracy — All students



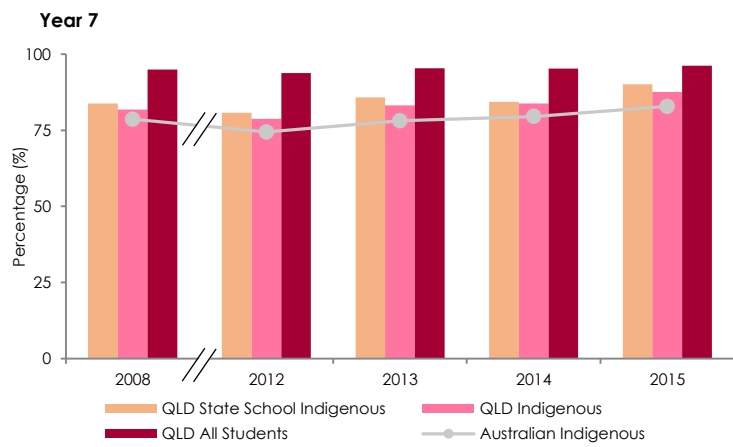
Graph 26: Year 7 Reading — Indigenous students

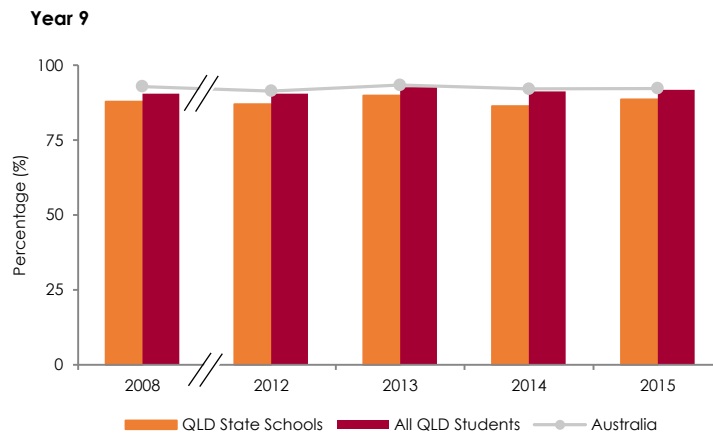
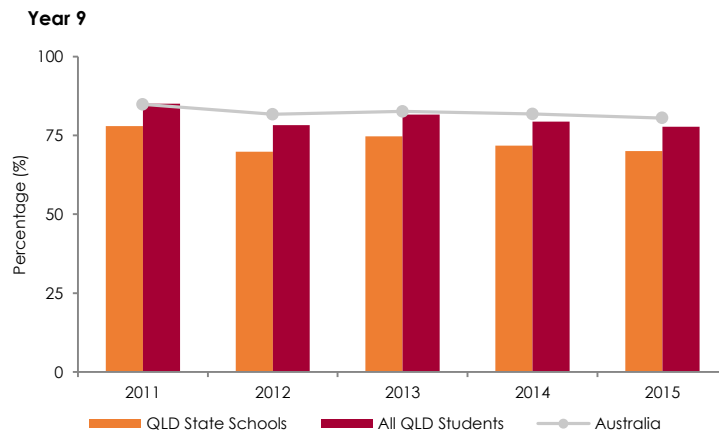
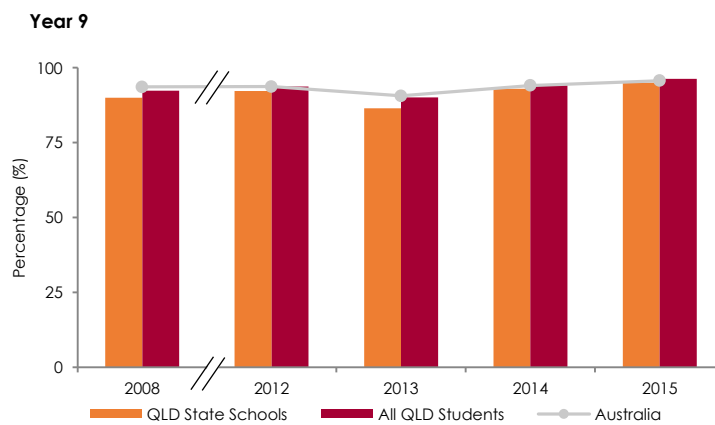


Graph 27: Year 7 Writing — Indigenous students

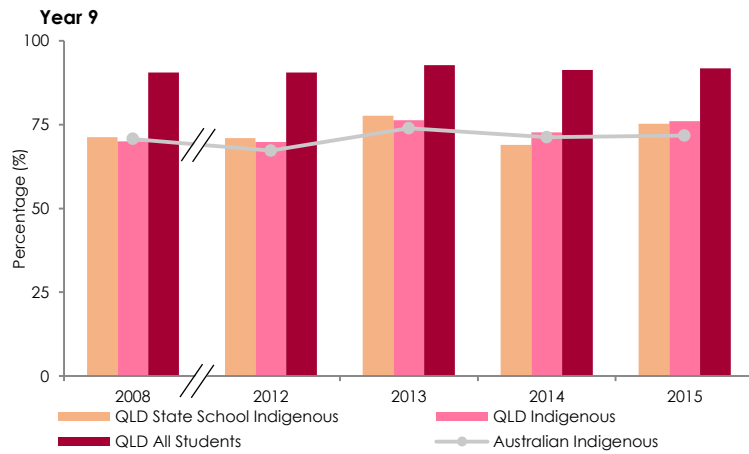


Graph 28: Year 7 Numeracy — Indigenous students



Graph 29: Year 9 Reading — All students**Graph 30: Year 9 Writing — All students****Graph 31: Year 9 Numeracy — All students**

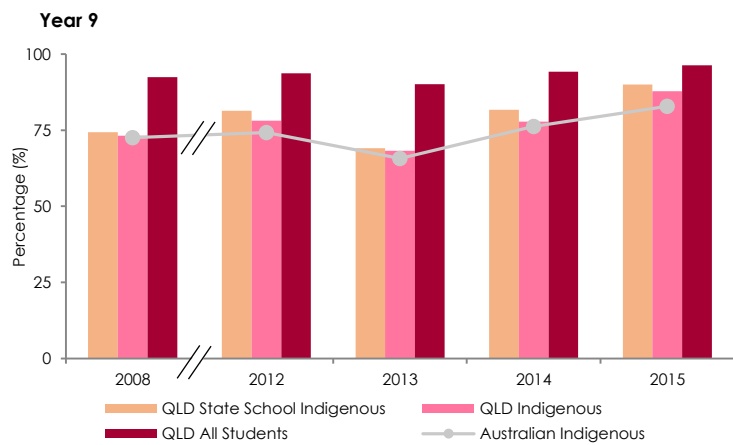
Graph 32: Year 9 Reading — Indigenous students



Graph 33: Year 9 Writing — Indigenous students



Graph 34: Year 9 Numeracy — Indigenous students



Source: Australian Curriculum, Assessment and Reporting Authority (ACARA) and Queensland Curriculum and Assessment Authority (QCAA)

Year 12 outcomes

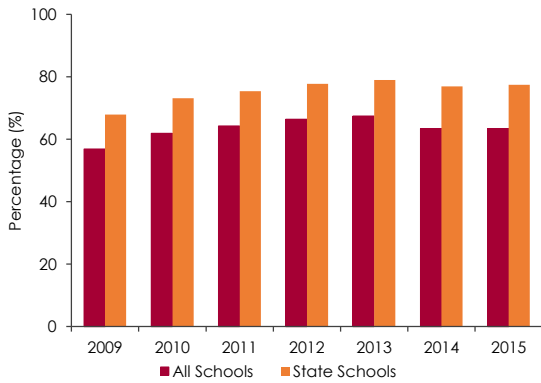
Table 2: Proportion of students awarded Certification (QCE or QCIA) by the end of Year 12 (%)

Measure	2010	2011	2012	2013	2014	2015
State school students awarded a Certification by the end of Year 12	77.1	81.6	84.5	88.4	92.9	96.7
All students awarded a Certification by the end of Year 12	82.2	85.5	87.3	90.0	92.7	95.2
Indigenous state school Students awarded a Certification by the end of Year 12	53.8	65.9	70.2	75.9	86.5	94.9

Source: Queensland Curriculum and Assessment Authority (as at February 2016); excludes visa students

Proportion of Year 12 with a VET qualification

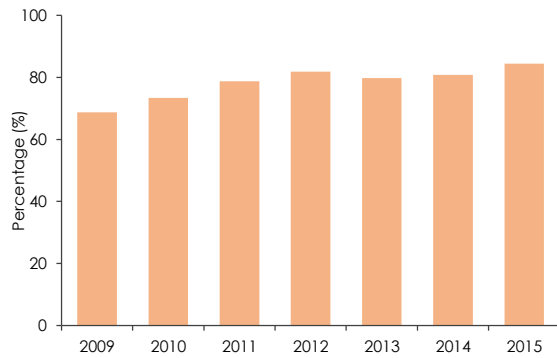
Graph 35: All students



Source: Queensland Curriculum and Assessment Authority (as at February 2016)

Notes: Includes students who undertook a school-based apprenticeship and traineeship; excludes visa students.

Graph 36: Indigenous state school students

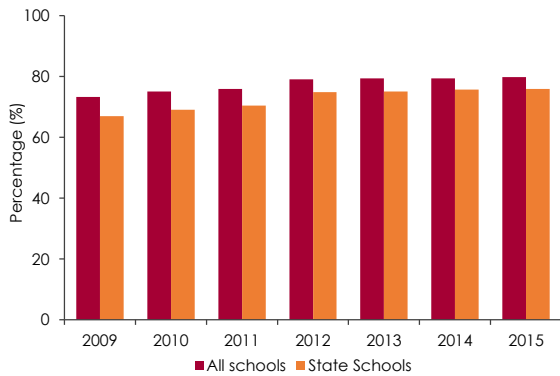


Source: Queensland Curriculum and Assessment Authority (as at February 2016)

Notes: Includes students who undertook a school-based apprenticeship and traineeship; excludes visa students.

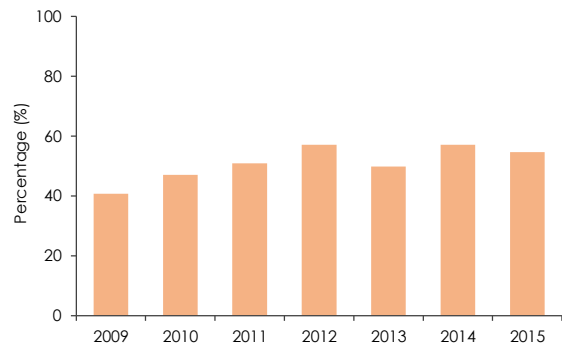
Proportion of Year 12 OP-eligible or International Baccalaureate students with an OP 1–15 or an International Baccalaureate Diploma (IBD) (state and all schools)

Graph 37: All students

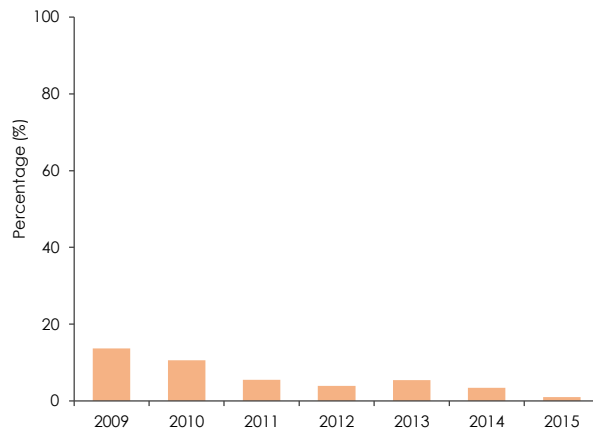


Source: Queensland Curriculum and Assessment Authority (as at February 2016)

Graph 38: Indigenous state school students



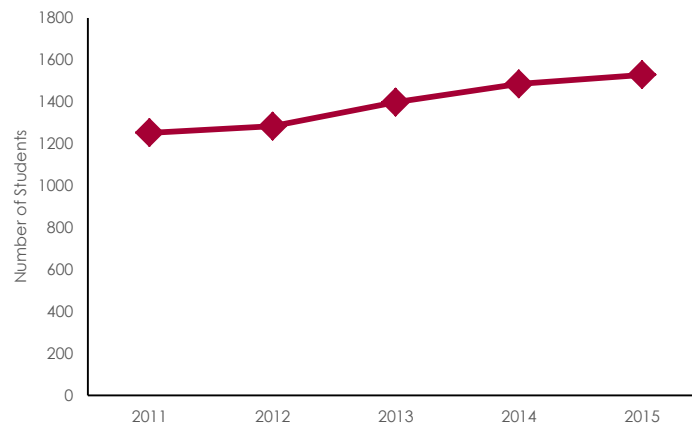
Source: Queensland Curriculum and Assessment Authority (as at February 2016)

Graph 39: The gap between Indigenous and non-Indigenous Year 12 outcomes — State Schools

Source: Queensland Curriculum and Assessment Authority (as at February 2016)

Notes:

- Excludes visa students.
- This measure is based on Indigenous/non-Indigenous identification and the number of Year 12 students who undertook a school-based apprenticeship or traineeship or were awarded an OP, QCE, QCIA, IBD or a VET qualification (Certificate I to IV). From 2011, VET qualifications also include Diplomas and Advanced Diplomas.

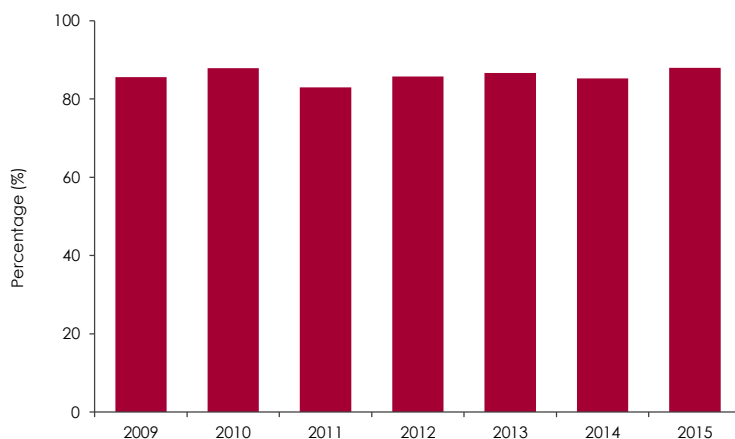
Graph 40: Number of students with disability who have completed 12 years of schooling

Source: AIMS cube (OneSchool)

Note:

- Count of students with a verified disability as at November each year who are expected to complete 24 semesters by the end of the school year.

Graph 41: Proportion of 20- to 24-year-olds having attained a Year 12 or equivalent, or Certificate II or above (state and non-state schools)



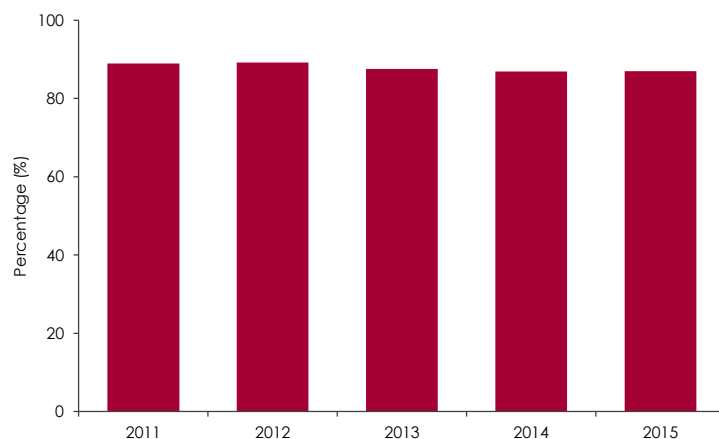
Source: ABS Education and Work Australia May 2015 (Catalogue No. 6227.0) (Additional Datacube)

Note:

- Full-time students only.

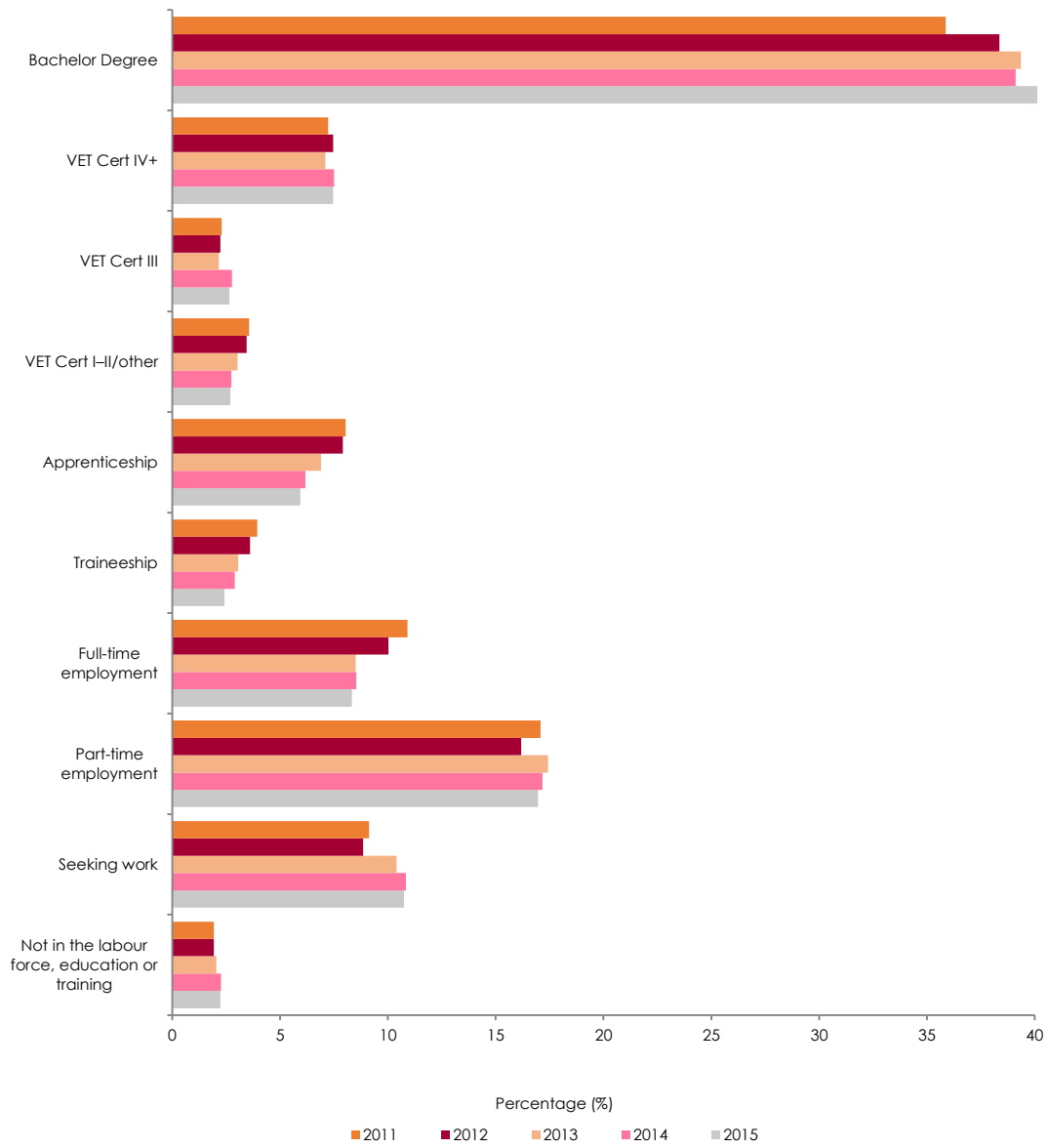
Post-schooling

Graph 42: Proportion of students who, six months after completing Year 12, are participating in education, training or employment (state and non-state schools) 2011-2015



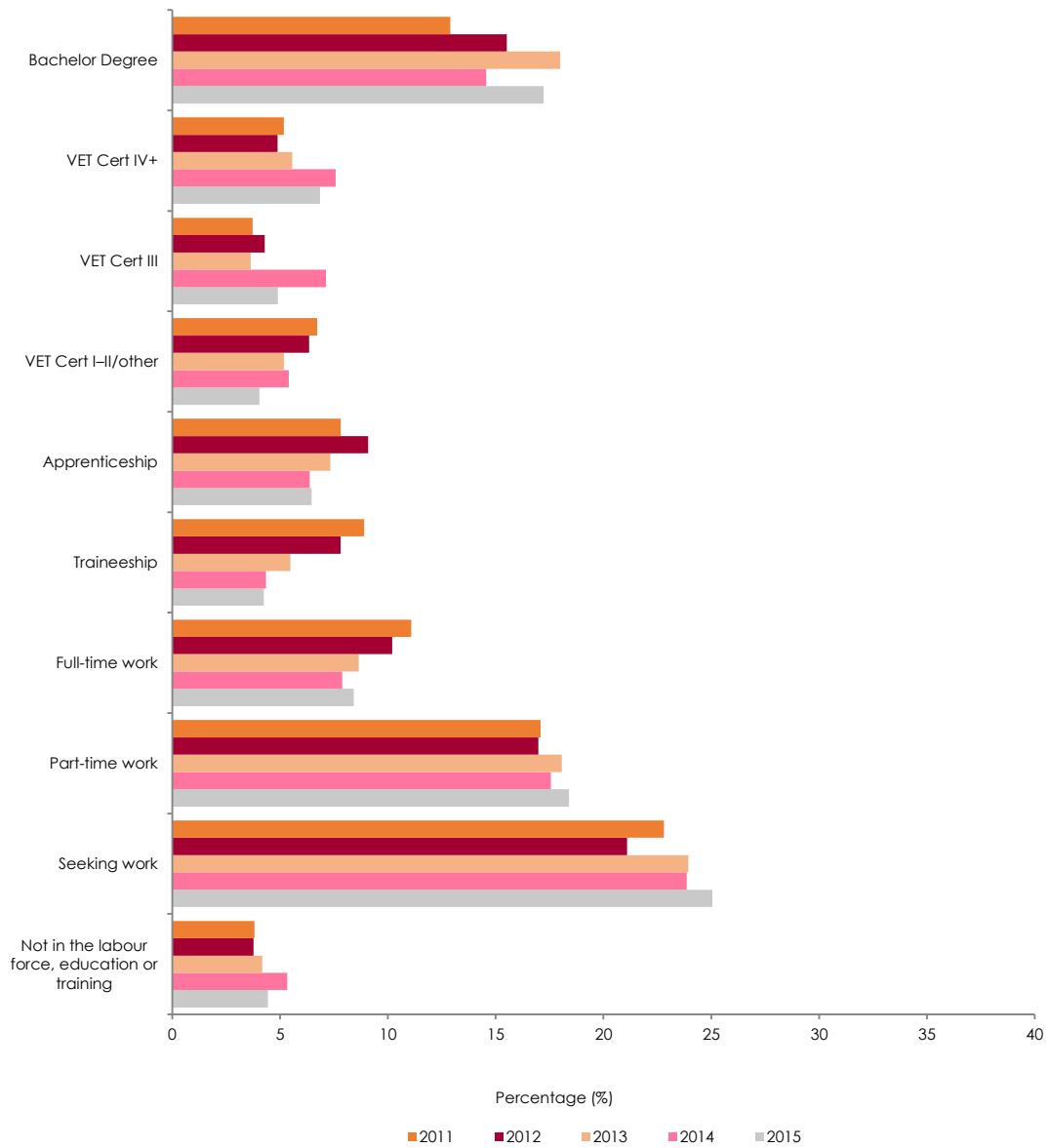
Source: 2011–2015 Next Step Surveys

Graph 43: Main destinations of Year 12 completers (state and non-state schools) 2011–2015



Source: 2011–2015 Next Step Surveys

Graph 44: Main destinations of Indigenous Year 12 completers (state and non-state schools) 2011–2015



Source: 2011–2015 Next Step Surveys

Attendance

Table 3: State school attendance rates by departmental region (%)

Region	2011	2012	2013	2014	2015
Central Queensland	90.4	90.8	90.7	90.9	91.5
Darling Downs South West	90.3	91.0	90.3	90.6	91.1
Far North Queensland	88.1	88.1	87.9	88.3	88.9
Metropolitan	92.3	92.6	92.4	92.6	92.8
North Coast	90.9	90.7	90.4	90.7	91.0
North Queensland	88.3	89.4	89.0	89.6	89.8
South East	91.1	91.0	90.7	91.2	91.2
Queensland	90.9	91.1	90.8	91.1	91.4

Source: Department of Education and Training (Semester 1, 2011–15)

Notes:

- Full-time students only.
- Prior to 2013, the attendance calculations include all full-time students, providing students were enrolled for at least some period during Semester 1 and were still enrolled as at August Census.
- From 2013 there was a change in methodology used for calculating attendance rates, effectively counting attendance for every student for every day of attendance in Semester 1. This has caused a break in time series. Caution should be exercised when making comparisons from 2013 onwards to previous years.

Table 4: Proportion of state school students by attendance rate range (%), 2015

Year level category	Less than 85%	85% to <90%	90% to <95%	95% to 100%
Primary (Prep–Year 6)	12.6	11.6	27.0	48.8
Secondary (Year 7–Year 12)	22.0	13.6	25.8	38.6

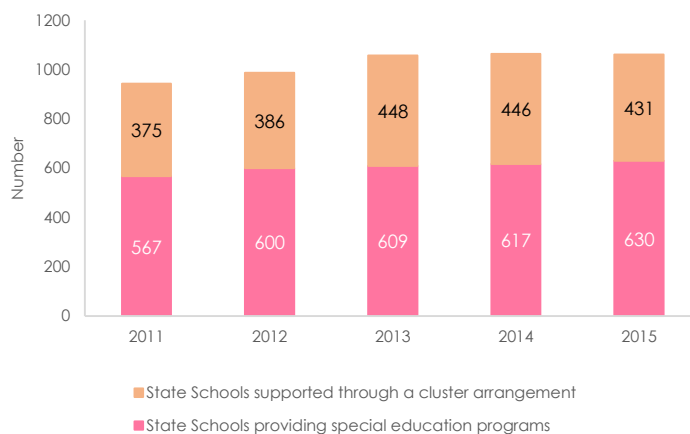
Source: Department of Education and Training (Semester 1, 2011–15).

Note:

- The student attendance rate is based on Semester 1 each year and is generated by dividing the total of full days and part days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

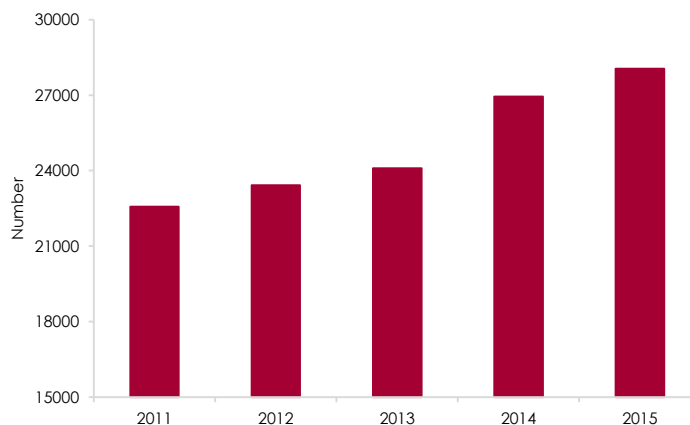
Students with disability

Graph 45: Number of state schools accessing special education programs



Source: Centre Information System (CIS)

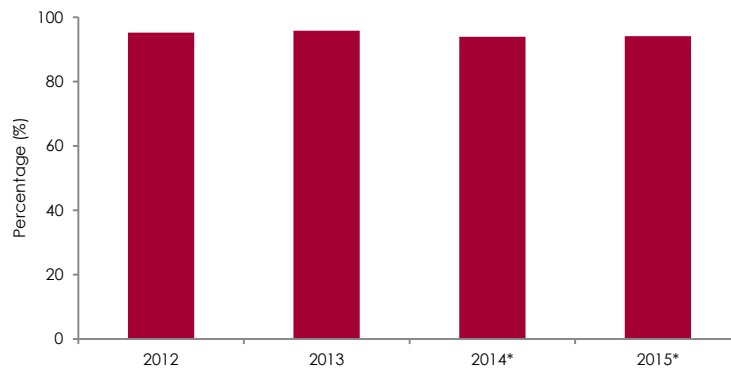
Graph 46: Number of students with verified disability identified as requiring additional support enrolled in state primary and secondary schools



Source: AIMS cube (OneSchool) as at November each year

Parent satisfaction

Graph 47: Proportion of parents satisfied with their child's school



Source: DET School Opinion Survey — parent/caregiver survey.

Notes:

- The proportion presents the aggregation of positive responses ('somewhat agree', 'agree' and 'strongly agree') to the statement 'this is a good school'.
- * Until 2013, a random sample of parents/caregivers (to a maximum of 40 from each school) were selected to participate in the survey. From 2014, a census of families (selected by eldest child) were invited to participate in the survey.

Directions and orders

Table 5: Summary of directions and orders

Type of direction or order	Directions or orders given to personnel other than children 2015–16	Directions or orders given to children 2015–16
State and non-state schools		
Prohibition from entering premises of all state educational institutions and non-state schools for up to one year — section 352	0	0
State schools		
Direction about conduct or movement — section 337	139	5
Direction to leave and not re-enter — section 339	18	0
Prohibition from entering premises for up to 60 days — section 340	22	2
Prohibition from entering premises for more than 60 days but not more than one year — section 341	1	0
Review of direction — section 338:		
• the number of review applications made	21	0
• the number of directions confirmed	14	0
• the number of directions cancelled	2	0
Prohibition from entering premises of all state education institutions for up to one year — section 353	0	0
Non-state schools		
Direction about conduct or movement — section 346	14	0
Direction to leave and not re-enter — section 348	13	1
Prohibition from entering premises for up to 60 days — section 349	8	0
Prohibition from entering premises for more than 60 days but not more than one year — section 350	0	0
Review of direction — section 347:		
• the number of review applications made	1	0
• the number of directions confirmed	1	0
• the number of directions cancelled	0	0

Source: Department of Education and Training

Note:

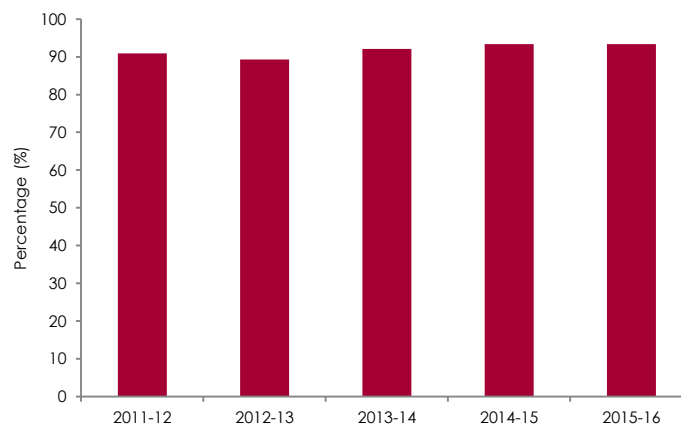
- Sections refer to the Education (General Provisions) Act 2006, Chapter 12, Parts 6-8.

Appendix C – Queensland training and skilling performance

Strategic objective: Queenslanders skilled to participate successfully in the economy and broader community

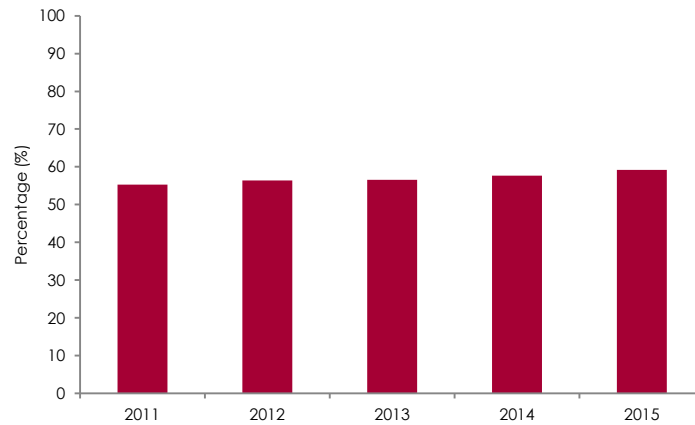
Training activity

Graph 48: Proportion of all attempted competencies successfully completed



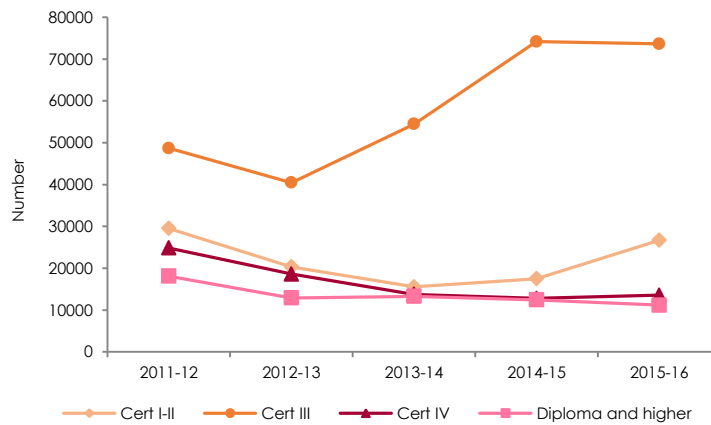
Source: Department of Education and Training — STAC database

Graph 49: Proportion of 25- to 64-year-olds with Certificate III or higher qualifications



Source: ABS Survey of Education and Work Australia 2015 (Catalogue No. 6227.0)

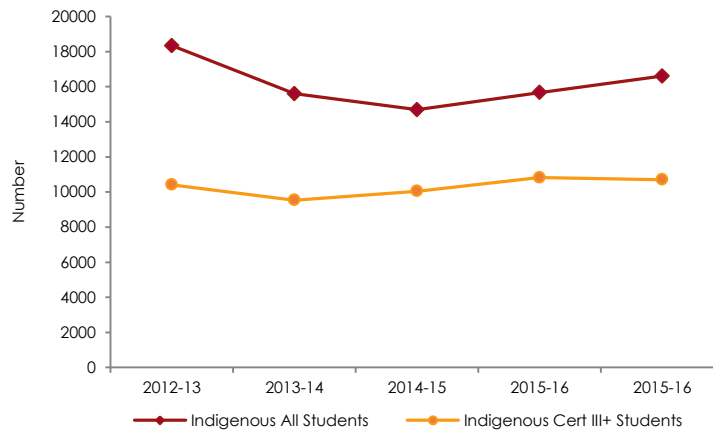
Graph 50: Publicly-funded Australian Qualifications Framework Certificate I or above qualifications awarded



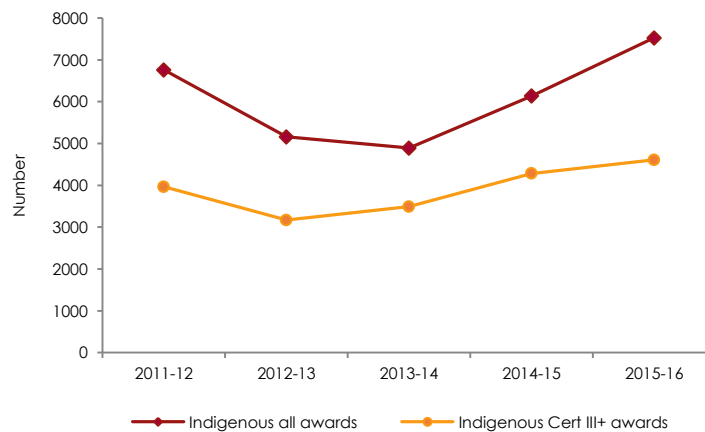
Source: Department of Education and Training — STAC database

Note:

- For consistency of reporting with other jurisdictions, the total number of VET qualifications awarded only include Certificate I or above qualification levels. In annual reports prior to 2012-2013 all qualification levels were reported.

Graph 51: Number of Indigenous students in the publicly-funded VET system

Source: Department of Education and Training — STAC database

Graph 52: Number of VET qualifications awarded to Indigenous students

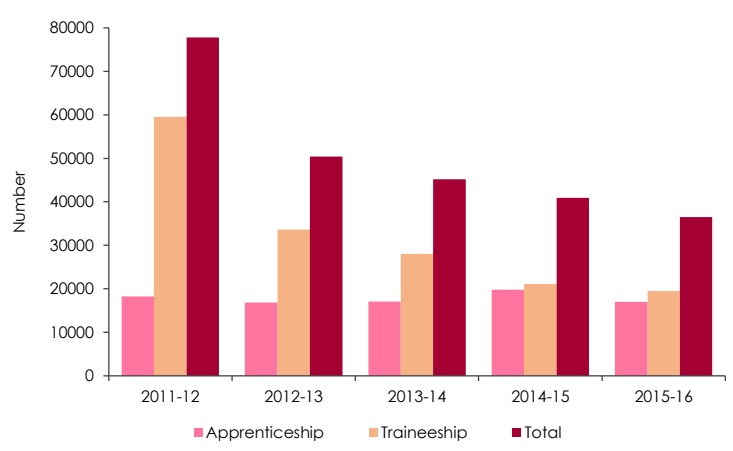
Source: Department of Education and Training — STAC database

Note:

- For consistency of reporting with other jurisdictions, the total number of VET qualifications awarded only include Certificate I or above qualification levels. In annual reports prior to 2012–13 all qualification levels were reported.

Apprenticeship and traineeship

Graph 53: Number of apprenticeship and traineeship commencements

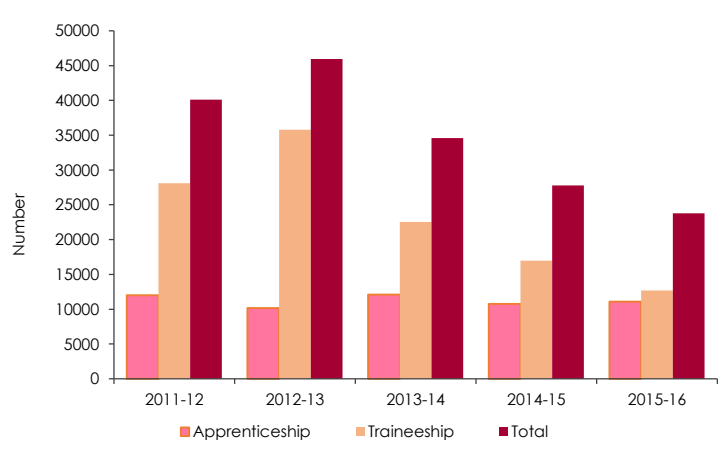


Source: Department of Education and Training — Contract of Training Database (DELTA)

Notes:

- The 2015–16 data are projected results.
- Apprenticeships and traineeships include school-based apprenticeships and traineeships.

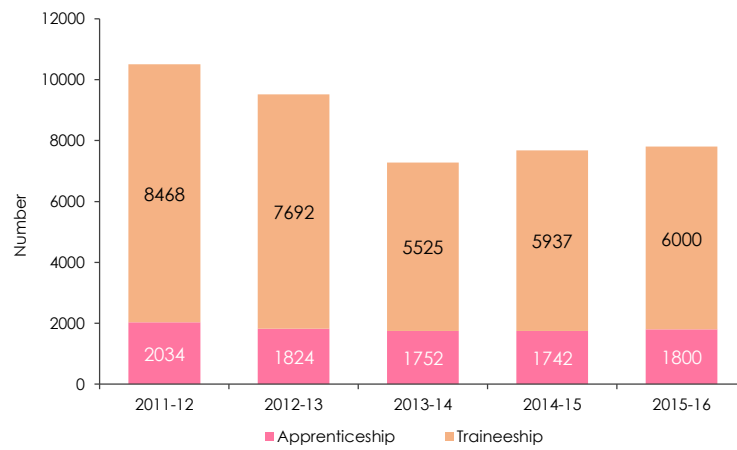
Graph 54: Number of apprenticeship and traineeship completions



Source: Department of Education and Training — Contract of Training Database (DELTA)

Notes:

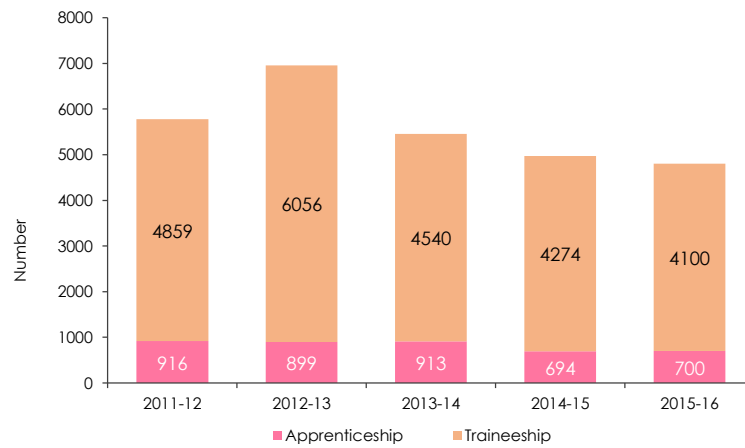
- The 2015–16 data are projected results.
- Apprenticeships and traineeships include school-based apprenticeships and traineeships.

Graph 55: Number of school-based apprenticeship and traineeship commencements

Source: Department of Education and Training — Contract of Training Database (DELTA)

Notes:

- The 2015–16 data are projected results.
- Includes only new commencements.

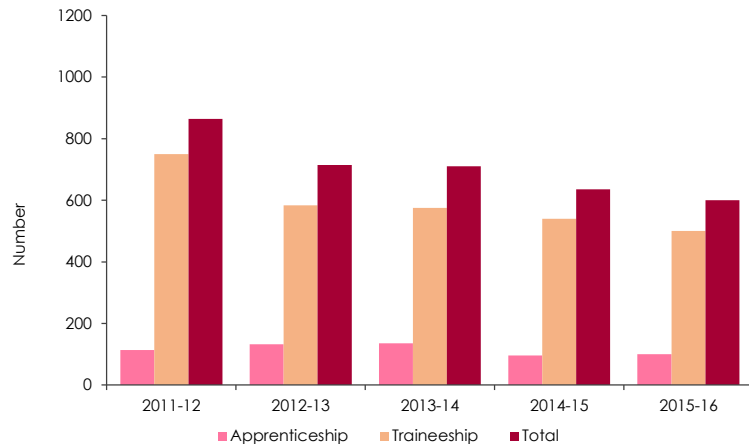
Graph 56: Number of school-based apprenticeship and traineeship completions

Source: Department of Education and Training — Contract of Training Database (DELTA)

Notes:

- The 2015–16 data are projected results.
- Completions are for those who commenced training as a school-based apprenticeship or traineeship.

Graph 57: Number of Indigenous school-based apprenticeship and traineeship commencements

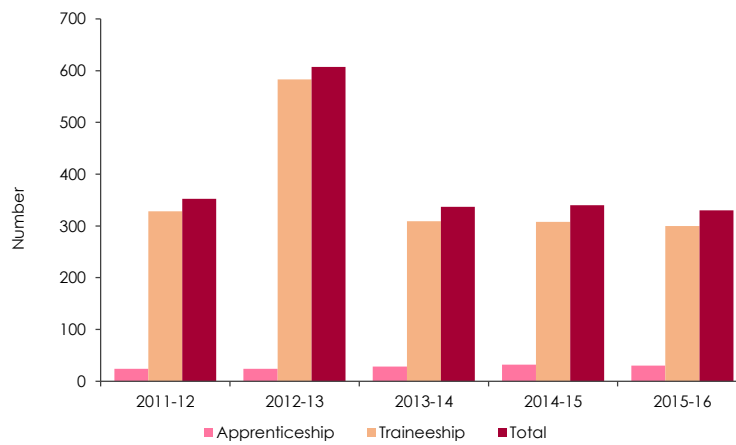


Source: Department of Education and Training — Contract of Training Database (DELTA)

Notes:

- The 2015–16 data are projected results.
- Includes only new commencements.

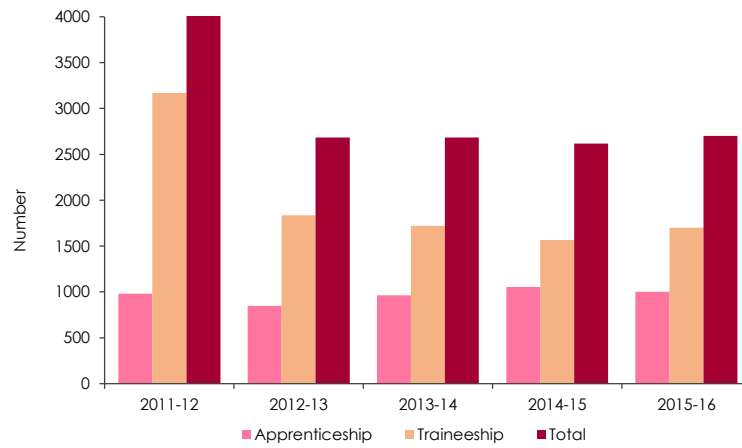
Graph 58: Number of Indigenous school-based apprenticeship and traineeship completions



Source: Department of Education and Training — Contract of Training Database (DELTA)

Notes:

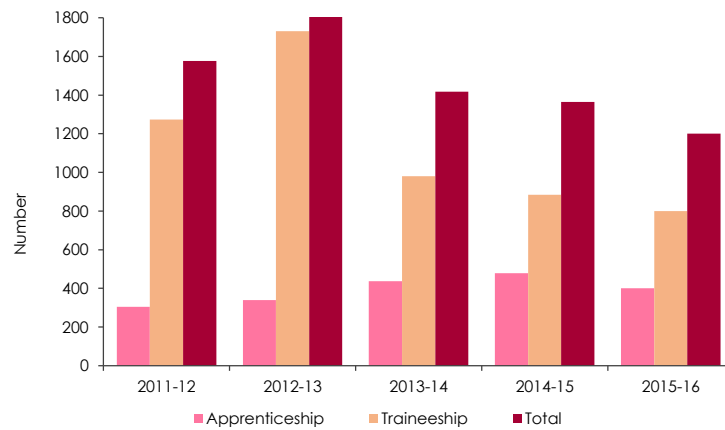
- The 2015–16 data are projected results.
- Completions are for those who commenced training as a school-based apprenticeship or traineeship.

Graph 59: Number of Indigenous apprenticeship and traineeship commencements

Source: Department of Education and Training – Contract of Training Database (DELTA)

Notes:

- The 2015–16 data are projected results.
- Apprenticeships and traineeships include school-based apprenticeships and traineeships.

Graph 60: Number of Indigenous apprenticeship and traineeship completions

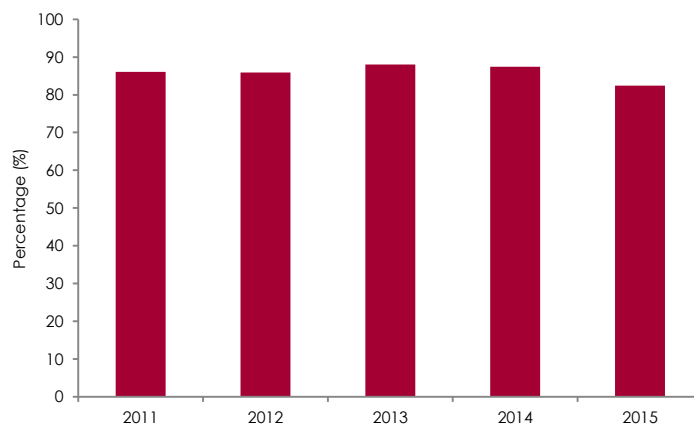
Source: Department of Education and Training – Contract of Training Database (DELTA)

Notes:

- The 2015–16 data are projected results.
- Apprenticeships and traineeships include school-based apprenticeships and traineeships.

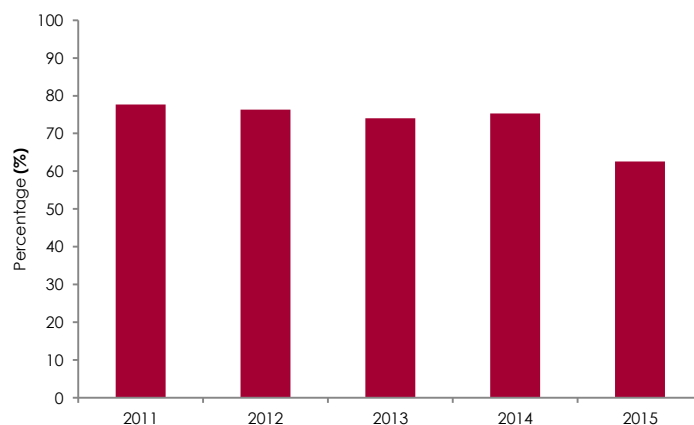
VET outcomes

Graph 61: Proportion of graduates in employment or further study



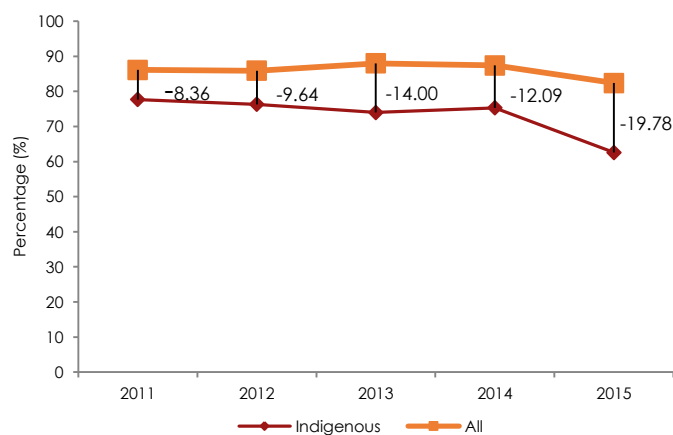
Source: NCVET Government-funded student outcomes 2015

Graph 62: Proportion of Indigenous graduates in employment or further study



Source: NCVET Government-funded student outcomes 2015 – VOCSTATS

Graph 63: The gap between Indigenous and overall VET Outcomes



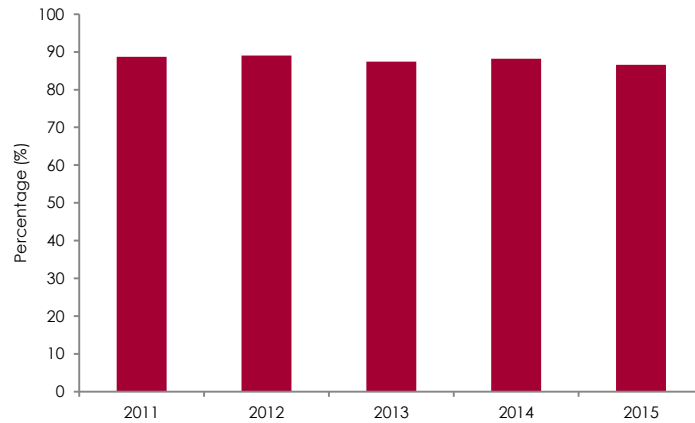
Source: NCVET Government-funded student outcomes 2015 – VOCSTATS

Note:

- Gap is the percentage points difference between the proportion of graduates in employment or further studies and the proportion of Indigenous graduates in employment or further studies.

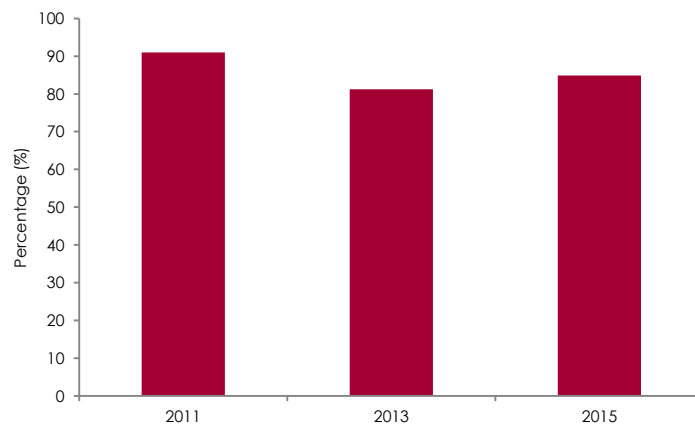
Training satisfaction

Graph 64: Proportion of graduates satisfied with the overall quality of their training



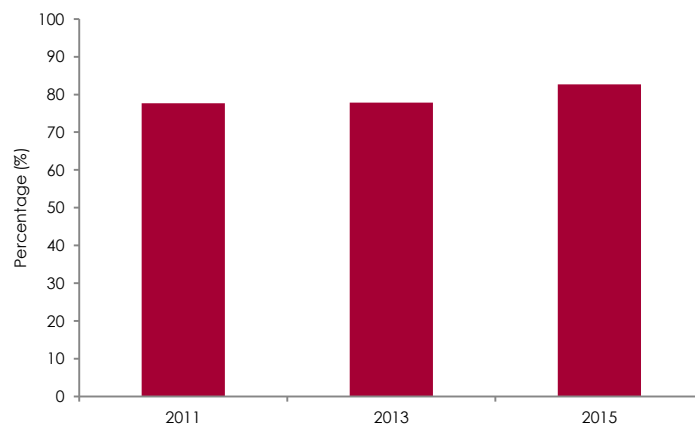
Source: NCVET Government-funded student outcomes 2015

Graph 65: Proportion of employers satisfied with graduates of: nationally accredited training



Source: NCVET Employers' use and views of the VET system 2015 (biennial)

Graph 66: Proportion of employers satisfied with graduates of: apprenticeships and traineeships



Source: NCVET Employers' use and views of the VET system 2015 (biennial)

Appendix D – Queensland supporting services performance

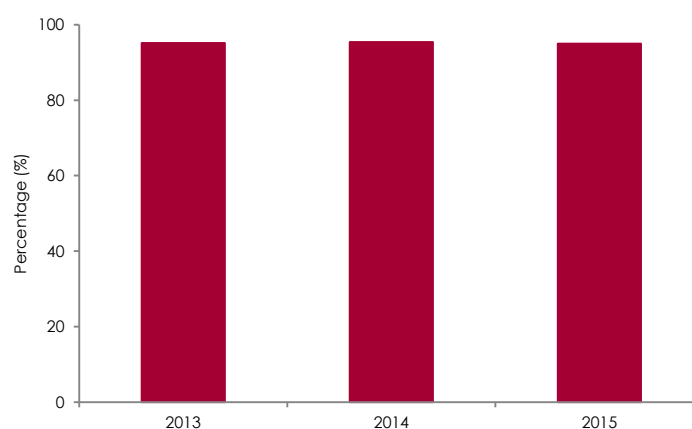
Strategic objective: Resources targeted to improve learning and skilling outcomes

Table 6: Short-term absenteeism rate (%) for state school teachers

Year	Age									
	20-24	25-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65+
2015–16	1.9	2.8	3.4	3.7	3.7	3.8	4.2	5.4	6.3	6.6
2014–15	1.8	2.8	3.5	3.7	3.7	3.9	4.3	5.5	6.6	6.5
2013–14	1.9	2.8	3.6	3.7	3.8	3.8	4.3	5.5	6.0	6.6
2012–13	2.0	3.0	3.7	3.9	3.8	3.9	4.4	5.7	6.1	7.3
2011–12	2.0	3.0	3.6	3.8	3.7	3.8	4.3	5.5	6.0	6.7

Source: MOHRI as per established reporting arrangements using Q3, Q4 prior year and Q1, Q2 current year to calculate the rate.

Graph 67: Proportion of school-based staff who agree that this is a good school



Source: 2015 DET School Opinion Survey – staff survey

Notes:

- The proportion presents the aggregation of positive responses ('somewhat agree', 'agree' and 'strongly agree') to the statement 'this is a good school'.

Appendix E – Our legislation

Administrative Arrangements set out the principal ministerial responsibilities of ministers and the Acts that they administer. The arrangements are determined solely by the Premier and are made by Order in Council in accordance with section 44 of the *Constitution of Queensland 2001*. The Administrative Arrangements Order is published in the Queensland Government Gazette and online at <https://www.qld.gov.au/about/how-government-works/government-responsibilities>

Our functions and powers are derived from administering the Acts of Parliament in accordance with *Administrative Arrangements Order (No. 3) 2015*.

Table 7: Administrative Arrangements Order (No. 3) 2015

Principal ministerial responsibilities	Acts administered
Minister for Education	
<ul style="list-style-type: none"> • Early Childhood Education and Care including: <ul style="list-style-type: none"> – Early Childhood Education and Care Regulated Services – Kindergarten Programs • Education including: <ul style="list-style-type: none"> – Aboriginal and Torres Strait Islander Education – Distance Education – Education of Students in Youth Detention Centres – Home Education – International Education – Primary Education – Secondary Education – Special Education • Higher Education including: <ul style="list-style-type: none"> – State Government Policy and Planning • Non-State School Accreditation • Non-State School Funding • Registration of Teachers 	<ul style="list-style-type: none"> <i>Australian Catholic University (Queensland) Act 2007</i> <i>Bond University Act 1987</i> <i>Central Queensland University Act 1998</i> <i>Education (Accreditation of Non-State Schools) Act 2001</i> <i>Education and Care Services Act 2013</i> <i>Education and Care Services National Law (Queensland) Act 2011</i> <i>Education (Capital Assistance) Act 1993</i> <i>Education (General Provisions) Act 2006</i> <i>Education (Overseas Students) Act 1996</i> <i>Education (Queensland College of Teachers) Act 2005</i> <i>Education (Queensland Curriculum and Assessment Authority) Act 2014</i> <i>Education (Work Experience) Act 1996</i> <i>Grammar Schools Act 1975</i> <i>Griffith University Act 1998</i> <i>James Cook University Act 1997</i> <i>Queensland University of Technology Act 1998</i> <i>University of Queensland Act 1998</i> <i>University of Southern Queensland Act 1998</i> <i>University of the Sunshine Coast Act 1998</i>
Minister for Training and Skills	
<ul style="list-style-type: none"> • International Vocational Education and Training • Skills and Workforce Development • Vocational Education and Training including Technical and Further Education 	<ul style="list-style-type: none"> <i>Further Education and Training Act 2014</i> <i>Jobs Queensland Act 2015</i> <i>TAFE Queensland Act 2013</i> <i>Vocational Education and Training (Commonwealth Powers) Act 2012</i>

Appendix F – External scrutiny

Queensland Audit Office (QAO) reports tabled in the Queensland Parliament

The following reports are applicable to the department. For a complete list of tabled reports to the Queensland Parliament in the 2015–16 financial year visit <https://www.qao.qld.gov.au/reports-tabled-in-2015-16-financial-year>

Report 1: 2015–16 Results of audit: Internal control systems 2014–15

This report summarises the results of evaluations of the systems of financial control and the QAO selective testing of the internal controls that operated within the 21 government departments during the 2014–15 financial year.

Within the report, QAO have provided two better practice guides to assist entities with their self-assessment of their disaster recovery planning and internal financial management reporting.

Report 6: 2015–16 State public sector entities: 2014–15 financial statements

This report contributes to the QAO's aim to strengthen the accountability of the public sector and to help it improve performance. The report discusses the status and nature of the audit opinions QAO issues, comments on the timeliness and quality of financial reporting, and explains how QAO assessed the key audit matters disclosed by state public sector entities.

Report 10: 2015–16 Queensland state government: 2014–15 financial statements

The financial statements for the State of Queensland are required to be audited annually, and an independent audit opinion expressed thereon. This report provides further information on the results of the audit beyond the independent audit opinion. It contains insights into the Total State Sector's (TSS) and General Government Sector's (GGS) financial performance in 2014–15, their position at the end of the year, and factors affecting the financial sustainability of the state and the financial impact of natural disasters.

Report 13: 2015–16 Cloud computing

This report examines whether Queensland Government departments are using cloud technology to deliver business value while managing the risks.

Report 18: 2015–16 Results of audit: Education sector entities 2015

This report summarises the results of the seven Queensland public universities and their controlled entities; the eight grammar schools; and a small number of other education-specific entities that have a 31 December financial year end date. The report also looks at an area of control focus — risk management — across the university sector.

Report 19: 2015–16 Early Childhood Education

The Government is subsidising kindergarten programs through the Queensland Kindergarten Funding Scheme (QKFS). The objective of the audit was to determine how well the Queensland Kindergarten Funding Scheme supports universal access to quality kindergarten for Queensland children.

The report made four recommendations to the department. The department accepted the recommendations and will work towards implementing them as soon as practicable.

The Office of the Information Commissioner (OIC) Queensland – reports to the Legal Affairs and Community Safety Parliamentary Committee

The Office of the Information Commissioner (OIC) is Queensland's independent statutory body established under the *Right to Information Act 2009* (RTI Act) and the *Information Privacy Act 2009* (IP Act) to promote access to government-held information, and to protect people's personal information held by the public sector. OIC reports to the Legal Affairs and Community Safety Parliamentary Committee.

Report No. 1 of 2015–16 to the Queensland Legislative Assembly

This is a follow-up report on Queensland Government agency implementation of 15 recommendations about camera surveillance and privacy made by OIC to the Queensland Parliament during 2012–13. The report reviews personal information handling practices, in particular compliance with the Information Privacy Principles, which agencies are required to adopt under section 27 of the *Information Privacy Act 2009*.

Report No. 4 of 2013–14 – Compliance Review – Department of Education, Training and Employment: Review of Department of Education, Training and Employment compliance with the *Right to Information Act 2009 (Qld)* and the *Information Privacy Act 2009 (Qld)*.

The follow-up report assesses the department's implementation of 19 recommendations identified in the original compliance review about the department's performance under the RTI Act and the IP Act.

The department has implemented the 19 recommendations from the 2013–14 review report.

Appendix G – Governance committees

Executive Management Board (EMB)

Purpose	<p>EMB supports the Director-General to positively position the Department of Education and Training for the future, including setting and reviewing the strategic direction, priorities and performance of the organisation to enable it to deliver efficient and effective outcomes for Queensland.</p> <p>EMB is supported by the Strategic Leadership and Implementation Committee and the Budget Committee.</p>
Membership	<ul style="list-style-type: none"> • Director-General • Deputy Director-General, Corporate Services • Deputy Director-General, Early Childhood and Community Engagement • Deputy Director-General, Policy, Performance and Planning • Deputy Director-General, State Schools • Deputy Director-General, Training and Skills • Regional Director Representative • Assistant Director-General, Finance and Chief Finance Officer • Executive Director, Office of the Director-General.
Significant achievements 2015–16	<ul style="list-style-type: none"> • Set the key direction and priorities of the department • Led the department's implementation of incoming government's election commitments • Developed, reviewed and approved major strategy and policy • Provided sound budget and investment decisions.

Strategic Leadership and Implementation Committee (SLIC)

Purpose	<p>SLIC provides advice to EMB to support integrated and effective service delivery across the Department of Education and Training.</p>
Membership	<ul style="list-style-type: none"> • Director-General • Deputy Director-General, Corporate Services • Deputy Director-General, Early Childhood and Community Engagement • Deputy Director-General, Policy, Performance and Planning • Deputy Director-General, State Schools • Deputy Director-General, Training and Skills • Assistant Director-General, Finance and Chief Finance Officer • Assistant Director-General, Human Resources • Assistant Director-General, Infrastructure Services • Assistant Director-General, Information and Technologies and Chief Information Officer • Assistant Director-General, Quality and Performance, Training and Skills • Assistant Director-General, State Schools - Indigenous Education • Assistant Director-General, State Schools - Performance • Assistant Director-General, Strategic Policy and Intergovernmental Relations • Assistant Director-General, Strategy and Performance • Regional Director, Central Queensland • Regional Director, Darling Downs, South West • Regional Director, Far North Queensland • Regional Director, Metropolitan • Regional Director, North Coast • Regional Director, North Queensland • Regional Director, South East • Executive Director, Office of the Director-General

Significant achievements 2015–16	<ul style="list-style-type: none"> • Provided oversight and supported the integrated and effective delivery of services across the department • Ensured the department's strategic direction, priorities and policies and overall performance and expectations are reflected in operational plans.
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Budget Committee

Purpose	<p>The Budget Committee provides advice to EMB regarding strategies to develop, review and monitor current and future operating budgets, ensuring efficient and effective allocation of resources to achieve key departmental and government priorities.</p> <p>Budget issues are included as a standing agenda item at EMB meetings.</p>
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Membership	<ul style="list-style-type: none"> • Director-General (Chair) • Deputy Director-General, Corporate Services • Deputy Director-General, Early Childhood and Community Engagement • Deputy Director-General, Policy, Performance and Planning • Deputy Director-General, State Schools • Deputy Director-General, Training and Skills • Assistant Director-General, Finance and Chief Finance Officer • Regional Director, South East • Executive Director, Office of the Director-General.
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Significant achievements 2015–16	<ul style="list-style-type: none"> • Ensured a balanced 2015–16 internal budget • Approved the department's four-year Infrastructure Investment Program • Reviewed and approved the department's Full-Time Equivalent (FTE) • Supported the department's 2015–16 Mid-Year Review response and the 2016-17 budget submission • Supported the department's contribution to the State Budget Papers • Monitored divisions' and regions' financial performance against budget allocations on a monthly basis • Conducted the Mid-Year Review to ensure emerging financial issues were appropriately addressed • Continued to monitor the five-year operating budget plan to ensure it remained balanced.
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Audit and Risk Management Committee (ARMC)

Purpose	<p>ARMC provides independent audit and risk management advice to the Director-General, as a requirement of Section 35 of the <i>Financial and Performance Management Standard 2009</i>.</p> <p>The Fraud and Corruption Control Committee reports through ARMC as a sub-committee.</p>
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Membership	<ul style="list-style-type: none"> • Karen Prentis, External Member (Chair) — paid \$12,000 per annum • Director-General • Deputy Director-General, Early Childhood and Community Engagement • Deputy Director-General, Corporate Services • Deputy Director-General, State Schools • Lesley Lalley, External Member – paid \$8000 per annum.
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Significant achievements 2015–16	<ul style="list-style-type: none"> • Reviewed and endorsed the department's financial statements • Noted the Chief Finance Officer Statement of Assurance for the year ended 30 June 2015 • Approved the 2015–16 Audit Plan and Mid-Year Review of the Audit Plan • Continued to follow-up audit recommendations • Considered audit recommendations by the Queensland Audit Office, including performance audit recommendations • Monitored internal audit performance measures • Monitored increased security risks through regular updates from the Governance and Assurance Working Group • Noted the corporate risk reports for 2015–16.
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Fraud and Corruption Control Committee (FCCC)

Purpose	FCCC is an ongoing committee that provides advice to ARMC regarding strategies to champion, oversee, monitor and coordinate the various fraud and corruption mitigation mechanisms in effect in the Department of Education and Training.
Membership	<ul style="list-style-type: none"> • Deputy Director-General, Corporate Services (Chair) • Assistant Director-General, Finance and Chief Finance Officer • Assistant Director-General, Human Resources • Assistant Director-General, Strategy and Performance • Head of Internal Audit.
Significant achievements 2015–16	<ul style="list-style-type: none"> • Implemented the department's 2015–16 Fraud and Corruption Control program • Reviewed FCCC operations, membership and terms of reference • Reviewed internal reports, including: <ul style="list-style-type: none"> ○ Fraud and Corruption Control Audit reports ○ Internal Audit Computer-Assisted Audit Techniques Strategy updates ○ Fraud and Misappropriation Case Status reports • Implemented recommendations for reporting non-material loss to determine if a matter is a fraud or criminal offence • Endorsed a fraud control awareness strategy for regions and schools • Approved the development of a fraud control training kit and support for schools • Recommended alignment of the department's <i>Applying for Leave Combined with International Travel</i> procedure and guidelines with the Whole-of-Government international travel policy • Assessed the adequacy of the department's responses to identified issues.

Health, Safety and Wellbeing Committee (HSW)

Purpose	The HSW Committee is a senior forum for improving the HSW performance of the department and an integral part of the HSW governance framework. The Committee provides strategic oversight and direction for the continual improvement of the department's HSW Management System.
Membership	Deputy Director-General, Corporate Services (Chair) <ul style="list-style-type: none"> • Regional Director, South East • Regional Director, Darling Downs - South West • Assistant Director-General, State School Operations • Assistant Director-General, Infrastructure Services • Executive Director, HR Performance • Executive Director, Legal and Administrative Law Branch • Executive Director, School Improvement Unit • Executive Director, VET Reform and Performance, Training & Skills • Director, Governance Strategy & Planning • Director, Organisational Safety & Wellbeing • Director, Office of ECCE.
Significant achievements 2015–16	<ul style="list-style-type: none"> • Endorsement of the department's HSW Commitment Statement • Commencement of the review of the HSW Framework • Oversight of the review of the department's HSW Management System • Commenced review of escalation processes through Committee structure to support governance and continual improvement strategies.

Queensland Schools Planning Reference Committee (QSPRC)

Purpose	QSPRC is a consultative, cross-sector body that assesses the impact of population growth and informs the planning of new schools in Queensland. This Committee provides advice to Government on general issues relating to the planning of new schools, and possible reforms to assist in the timely, collaborative and efficient delivery of educational infrastructure for growth areas.
Membership	<ul style="list-style-type: none"> • Executive Director, Infrastructure Planning and Delivery, Department of Education and Training • Representative State Schools Division • Manager, Capital Programs, Queensland Catholic Education Commission • Manager, Planning Services, Brisbane Catholic Education Office • Principal Advisor (Strategic Resourcing), Independent Schools Queensland • Manager, Planning, Development and Environment, Local Government Association of Queensland representative • Team Leader, Consolidated Projections Project, Queensland Government Statistician's Office • Representative, Department of Local Government, Infrastructure and Planning.
Significant achievements 2015–16	<ul style="list-style-type: none"> • The Committee held its inaugural meeting in early 2016 and is considering a range of factors contributing to new school planning in Queensland, including a consultative approach to cross-sectoral demand mapping and population projections.

Appendix H – Statutory bodies and portfolio entities

Australian Music Examinations Board (AMEB)

Objective/function	AMEB was constituted by agreement between the Ministers for Education of Queensland, New South Wales and Tasmania and the Universities of Melbourne, Adelaide and Western Australia.
Constituting Act	Not applicable.
Financial reporting arrangement	Included in the financial statements of this report.
Cost to DET	Nil.
Achievements 2015–16	AMEB examined over 18,500 candidates in music and speech and drama in 98 centres across the state. Primary and secondary school children made up 95.5 per cent of candidates. At the Annual Presentation of Awards and Diplomas Concert in February 2016, 100 candidates were awarded their diplomas in music, speech and drama.

Aviation Australia

Objective/function	In 2001, Aviation Australia Pty Ltd was established by DET and the former Department of State Development, Trade and Innovation to deliver excellence in training to help shape the future of the aviation industry worldwide.
Constituting Act	Not applicable.
Financial reporting arrangement	Included as a note in the financial statements of this report.
Cost to DET	Nil.
Achievements 2015–16	Aviation Australia provided DET-funded training for students in a range of aviation industry qualifications including: 53 Certificate IV in Aeroskills: Mechanical 14 Certificate IV in Aeroskills: Structures 23 Certificate IV in Aeroskills: Avionics.

Grammar schools

Objective/function	A school that has been established in accordance with the <i>Grammar Schools Act 1975</i> , and has met the accreditation criteria prescribed by the <i>Education (Accreditation of Non-State Schools) Act 2001</i> .
Constituting Act	<i>Grammar Schools Act 1975</i> .
Financial reporting arrangement	The following boards table their own annual report: Board of Trustees of the Brisbane Girls Grammar School Board of Trustees of the Brisbane Grammar School Board of Trustees of the Ipswich Girls' Grammar School Board of Trustees of the Ipswich Grammar School Board of Trustees of the Rockhampton Girls Grammar School Board of Trustees of the Rockhampton Grammar School Board of Trustees of the Toowoomba Grammar School Board of Trustees of the Townsville Grammar School.
Cost to DET	Costings are outlined in the individual annual reports.

Achievements 2015–16 Achievements are outlined in the individual annual reports.

Non-State Schools Accreditation Board

Objective/function The functions of the Non-State Schools Accreditation Board include the accreditation of new non-state schools, and monitoring the ongoing compliance of non-state schools with the legislated requirements for accreditation.

Constituting Act *Education (Accreditation of Non-State Schools) Act 2001.*

Financial reporting arrangement The Non-State Schools Accreditation Board tables its own annual report.

Cost to DET Costings are outlined in the board's annual report.

Achievements 2015–16 Achievements are outlined in the board's annual report.

Non-State Schools Eligibility for Government Funding Committee

Objective/function The Non-State Schools Eligibility for Government Funding Committee is an independent committee of the Non-State Schools Accreditation Board (the board). The funding committee assesses applications for government funding eligibility for non-state schools, and makes recommendations to the Minister.

Constituting Act *Education (Accreditation of Non-State Schools) Act 2001.*

Financial reporting arrangement Expenditure related to the funding committee is included in the annual report tabled by the Non-State Schools Accreditation Board.

Cost to DET Costings are outlined in the board's annual report.

Achievements 2015–16 Achievements are outlined in the board's annual report.

Parents and Citizens' Associations (P&Cs)

Objective/function P&Cs play an important role in education service delivery through their promotion of parent participation and encouragement of collaboration between parents, students, school communities and non-government entities to foster a commitment to achieving the best educational outcomes for children and young people. P&Cs Qld is the peak parent body which represents the interests of state school P&C associations throughout Queensland.

Constituting Act P&Cs are regulated under the *Education (General Provisions) Act 2006.*

Financial reporting arrangement P&Cs Qld audited financial statements, and reports from regional and state committees, are presented to the state annual general meeting in the President's report.

Cost to DET In 2015–16, DET paid \$306,870 (GST inclusive) to P&Cs Qld under the terms of a partnership agreement. This increases each year in line with the Consumer Price Index.
DET provides a grant of \$4000 to new P&Cs established for each new school. DET also funds the P&Cs Qld Voluntary Workers insurance premium. In 2016, this amount was \$37,485 (GST inclusive).

Achievements 2015–16 Achievements include:

- the 2015 State Conference held in Brisbane
- delivering a webinar series for P&C executive members
- providing networking, workshops and professional development events for principals and P&C members
- appointing a Training and Development Officer to oversee volunteer area coordinators.

Duke of Edinburgh's International Award State Advisory Committee

Objective/function	The Queensland State Award Committee provides strategic guidance for the delivery of The Duke of Edinburgh's International Award and Bridge Award programs and promotes the awards through industry and community networks.
Constituting Act	Not applicable.
Financial reporting arrangement	Not applicable.
Cost to DET	Nil.
Achievements 2015–16	Assisted the State Award Office to meet National Award Authority strategic initiatives through their active engagement at award events and their support to significantly increase state school participation.

Queensland Aboriginal and Torres Strait Islander Education and Training Advisory Committee

Objective/function	Provides advice to the Queensland Government on policy and implementation issues related to Indigenous education and training.
Constituting Act	Ministerial Committee established by the Minister for Education under the <i>Education (General Provisions) Act 2006</i>
Financial reporting arrangement	Internal.
Cost to DET	\$35,000.
Achievements 2015–16	Established by the Queensland Government, with inaugural meeting held in June 2016.

Note: Replaces the Queensland Indigenous Education Consultative Committee

Queensland College of Teachers (QCT)

Objective/function	QCT is an independent statutory body established to regulate the teaching profession in Queensland.
Constituting Act	<i>Education (Queensland College of Teachers) Act 2005</i> .
Financial reporting arrangement	QCT tables its own annual report. QCT must develop a budget for each financial year and provide the budget to the Minister for approval.
Cost to DET	Costings are outlined in the QCT annual report.
Achievements 2015–16	Achievements are outlined in the QCT annual report.

Queensland Curriculum and Assessment Authority (QCAA)

Objective/function	QCAA is an independent statutory body established to help schools and early childhood education providers achieve quality learning outcomes for their students, and to provide accurate records of student achievement, with functions including: <ul style="list-style-type: none"> • the development and approval of school syllabuses and Kindergarten guidelines • testing, including delivering the NAPLAN test • moderation of senior school subjects • issuing certificates of achievement and statements of results • ranking school students for tertiary entrance.
Constituting Act	<i>Education (Queensland Curriculum and Assessment Authority) Act 2014</i> .
Financial reporting	QCAA tables its own annual report. QCAA must develop a budget for each

arrangement	financial year and provide the budget to the Minister for approval.
Cost to DET	Costings are outlined in the QCAA annual report.
Achievements 2015–16	Achievements are outlined in the QCAA annual report.

TAFE Queensland

Objective/function	TAFE Queensland was established as an independent statutory body on 1 July 2013 to operate on a not-for-profit basis as Queensland's public provider of vocational education and training (VET). TAFE Queensland performs its functions in a commercially successful manner that is responsive to the needs of industry, students and the general community.
Constituting Act	<i>TAFE Queensland Act 2013.</i>
Financial reporting arrangement	TAFE Queensland tables its own annual report.
Cost to DET	Costings are outlined in the TAFE Queensland annual report.
Achievements 2015–16	Achievements are outlined in the TAFE Queensland annual report.

The Building and Construction Industry Training Fund (BCITF)

Objective/function	BCITF is an income tax exempt charitable trust. The Fund was established in November 1998 to assist in the acquisition and enhancement of the knowledge, skills, training and education of workers in the building and construction industry. BCITF (Qld) Ltd (the Company), an unlisted limited liability public company, is the corporate trustee for the Fund. The Minister for Training and Skills is the sole member of the Company. Construction Skills Queensland (CSQ) is the trading name of the Company.
Constituting Act	Not applicable.
Financial reporting arrangement	BCITF financial statements are published on the CSQ website at http://www.csq.org.au/about-csq/annual-financial-statements
Cost to DET	Nil.
Achievements 2015–16	A statement of CSQ operations and related budget is outlined in its Annual Training Plan which is published on the Construction Skills Queensland website http://www.csq.org.au

Universities

Objective/function	Queensland's seven public universities that provide higher education across the state include: CQ University Griffith University James Cook University Queensland University of Technology University of Queensland University of Southern Queensland University of the Sunshine Coast.
Constituting Act	Each Queensland university has its own constituting Act. <i>Central Queensland University Act 1998</i> <i>Griffith University Act 1998</i> <i>James Cook University Act 1997</i> <i>Queensland University of Technology Act 1998</i> <i>University of Queensland Act 1998</i> <i>University of Southern Queensland Act 1998</i>

<i>University of the Sunshine Coast Act 1998.</i>	
Financial reporting arrangement	Each public university tables its own annual report.
Cost to DET	Costings are outlined in the individual annual reports.
Achievements 2015–16	Achievements are outlined in the individual annual reports.

Glossary

A

Apprenticeship	A system of training, regulated by law or custom, which combines on-the-job training and work experience with formal off-the-job training, while in paid employment.
AS/NZS ISO 31000:2009	An international standard which provides principles and generic guidelines on risk management.
AS/NZS 5050:2010	A standard which describes the application of the principles, framework and process for risk management, as set out in AS/NZS ISO 31000:2009, to disruption-related risk.
Australian Curriculum, Assessment and Reporting Authority (ACARA)	National body responsible for the development of the Australian Curriculum from Kindergarten to Year 12, and for a national assessment program and national data collection and reporting.
Australian Curriculum	The national curriculum being developed for students in K (Prep) to Year 12 covering subject areas outlined in the Melbourne Declaration (2008).
Australian Music Examinations Board (AMEB)	A graded system of examinations in music, speech and drama, as well as syllabuses, educative services and other publications, to teachers, examiners and candidates.
Australian Qualifications Framework (AQF)	A comprehensive nationally-consistent framework incorporating all qualifications recognised in post-compulsory education throughout Australia. The framework identifies six levels in the VET sector: Certificate I, Certificate II, Certificate III, Certificate IV, Diploma and Advanced Diploma.
Aviation Australia	The Centre of Excellence established by the Queensland Government in 2001 to provide skills development for the aviation and aerospace industries.

C

Centres of Excellence	A partnership between industry and government to provide a proactive, coordinated response to skills shortages and to meet labour market needs. The current centres of excellence service the aviation, mining, building and construction, manufacturing and engineering, and energy industries.
Certification	Either a Queensland Certificate of Education (QCE) or a Queensland Certificate of Individual Achievement (QCIA).
Council of Australian Governments (COAG)	The peak intergovernmental forum in Australia. COAG comprises the Prime Minister, state premiers, territory chief ministers and the President of the Australian Local Government Association. It initiates, develops and monitors the implementation of policy reforms that are of national significance and which require cooperative action by Australian governments.

E

Education Queensland International (EQI)	The trading name for the department's international activities. EQI operates within DET International (DETi), within the State Schools division of the department. DETi is the key coordination point for international activity, both within Queensland and where the department exports its education and training expertise. DET (trading as EQI) is a registered education provider on the Commonwealth Register of Institutions and Courses for Overseas Students (CRICOS).
Education Support Funding Program	Funds made available by the Department of Child Safety to DET to assist students across the state, Catholic and independent schooling sectors. Assistance must be linked to goals identified through the education

support planning process. *Education Support Plans* are the trigger for identifying appropriate strategies to address priority education needs for these students.

F

Full-time equivalents (FTEs)	A representative number that is calculated by assessing the hours worked over the financial year by all full-time and part-time employees, and converting this to a corresponding number of employees as if all staff were full-time.
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I

Indigenous	A person who identifies to be of Aboriginal and/or Torres Strait Islander origin.
Information and communication technologies (ICT)	Refers to applications, information and technology.
Intensive funding limit	The highest level of financial assistance available under the Disability Inclusion Support for Queensland Kindergartens program. There are three levels of financial assistance primary (\$2000), targeted (\$5000) and intensive (\$8000). Services may seek additional funding to support children with diagnosed complex multiple disability.
International Baccalaureate Diploma (IBD)	An internationally recognised, two-year curriculum that prepares 16- to 19-year-old students for university. Students receive credit for subjects studied in the program at leading universities around the world, reducing the time required to complete a Bachelor degree.

K

Key performance indicator (KPI)	Tracking indicator used to measure the achievement of outputs against goals.
Kindergarten program	An education program delivered to children in the year before full-time school by a qualified early childhood teacher for 600 hours a year. Government-approved Kindergarten programs are available in a range of settings, including stand-alone Kindergarten services; Kindergarten services operated by non-state schools, long-day care services, and selected schools in some remote and discrete Indigenous communities.

N

National Assessment Program — Literacy and Numeracy (NAPLAN)	Annual tests conducted nationally in Years 3, 5, 7 and 9 covering reading, writing, spelling, grammar and punctuation, and numeracy. The results provide information for teachers and schools on individual student performance on a national basis. This is used to identify areas of strength and where further assistance may be required. NAPLAN tests are part of a collaborative process between states and territories, the Australian Government and non-government schools sectors.
National Centre for Vocational Education Research (NCVER)	Australia's principal provider of VET research and statistics.
National Minimum Standard (NMS)	Nationally-set standards against which the results of NAPLAN tests are compared. For each year level, a minimum standard is defined and located on the common underlying scale. Band 2 is the minimum standard for Year 3; Band 4 is the minimum standard for Year 5; Band 5 is the minimum standard for Year 7; and Band 6 is the minimum standard for Year 9.
National Partnership	An agreement between the Commonwealth and the states and territories

Agreement	to facilitate coordination, monitoring and delivery of strategies to improve service delivery.
National Quality Framework (NQF)	The National Quality Framework provides for the regulation and quality assessment and rating of long-day care, family day care, preschool/kindergarten, and outside school hours care services across Australia. The NQF includes the National Law and National Regulations, the National Quality Standard, an assessment and quality rating process and national learning frameworks.
O	
OneSchool	An automated system in all Queensland state schools which provides teachers, administrators and principals with secure, easy access to information about students, curriculum, assessment and progress reporting, school facilities and school finance.
Operational plan	Translates agency objectives into the services (outputs) that it will provide to its clients, and the standards for those services (performance measures).
Overall Position (OP)	A student's statewide rank based on overall achievement in QCAA-approved subjects. It indicates how well the student has done in comparison to all other OP-eligible students in Queensland. Students who want an OP must study 20 semester units of QCAA subjects, including at least three subjects for four semesters each, and must sit the Queensland Core Skills test.
P	
Parents and Citizens' Association (P&C)	A group of community-minded parents and citizens who take on a more formal role to assist a school by providing feedback on school policies and activities, additional resources to be used to enhance student learning, and providing parents with greater opportunities to be involved in their child's education.
Portfolio	The department or group of departments for which a Minister is responsible.
Prep	A full-time, non-compulsory program that replaced preschool. It runs five days a week and follows the established school times and routines. Taking a play and inquiry-based approach to learning, Prep is offered at every Queensland state school and selected independent and Catholic schools.
Pre-Prep	Refer to Kindergarten program.
Public Private Partnership (PPP)	A mutually beneficial partnership between the public and private sectors aimed at achieving value for money and the provision of services that would otherwise be wholly funded by the public sector.
Q	
QParents app	QParents is a web and mobile application that provides a mechanism for parents/carers of Queensland state school students to access and update information about their child and to communicate directly with their school.
Queensland Curriculum and Assessment Authority (QCAA)	The Queensland Curriculum and Assessment Authority (QCAA) is the statutory body responsible for providing kindergarten to Year 12 syllabuses and guidelines, and assessment, testing, reporting, certification and tertiary entrance services to Queensland schools.
R	
Registered training organisation (RTO)	An organisation registered to deliver and assess nationally recognised vocational education and training (VET).

S

School-based apprenticeships and traineeships (SATs)	Pathways for Year 10, 11 and 12 students combining senior studies, VET and employment.
Service Delivery Statement (SDS)	Budget papers prepared annually on a portfolio basis by agencies reporting to each minister and the Speaker. It provides budgeted financial and non-financial information for the budget year. The SDS sets out the priorities, plans and financial statements of agencies.
Special Education Programs (SEP)	A clustering of students with disability and specialist teachers, with experience or qualifications in dedicated areas of specialisation, to support the educational program of these students at selected schools within a local community.
Strategic plan	The document which provides the agency's purpose and direction. It outlines the department's overall objectives (including its contribution to Whole-of-Government objectives, ambitions and targets) and how it will know if it has achieved those agency objectives (performance indicators).

T

Technical and further education (TAFE)	Provides a wide range of predominantly vocational tertiary education courses, mostly qualifying courses under the <i>National Training System</i> , <i>Australian Qualifications Framework</i> or <i>Australian Quality Training Framework</i> .
Traineeship	A system of training regulated by law or custom which combines on-the-job training and work experience with formal off-the-job training, while in paid employment.

V

Vocational education and training (VET)	Post-compulsory education and training which provides people with occupational or work-related knowledge and skills.
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Acronyms

A

ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment and Reporting Authority
ACECQA	Australian Children's Education and Care Quality Authority
AEDC	Australian Early Development Census
AIMS	Adjustment Information Management System
AMEB	Australian Music Examinations Board
ARMC	Audit and Risk Management Committee
ASD	Autism Spectrum Disorder

B

BCITF	Building and Construction Industry Training Fund
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C

C2C	Curriculum into the Classroom
CIS	Centre Information System
COAG	Council of Australian Governments
CRICOS	Commonwealth Register of Institutions and Courses for Overseas Students

D

DELTA	Direct Entry Level Training Administration
DET	Department of Education and Training

E

EAL/D	English as an Additional Language or Dialect
ECCE	Early Childhood and Community Engagement
ECEC	Early Childhood Education and Care
EDRMS	Electronic document and records management system
EMB	Executive Management Board
EQI	Education Queensland International
ERP	Estimated Resident Population

F

FCCC	Fraud and Corruption Control Committee
FPMS	Financial and Performance Management Standard
FTE	Full-Time Equivalent

G

GGS	General Government Sector
GST	Goods and Services Tax
GTO	Group Training Organisation

H

HSW	Health, Safety and Wellbeing
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I	
IBD	International Baccalaureate Diploma
ICT	Information and Communications Technology
IP	Information Privacy
IPS	Independent Public Schools
IVP	Indigenous VET Partnership
IWD	International Women's Day
K	
KPI	Key Performance Indicator
M	
MOHRI	Minimum Obligatory Human Resource Information
N	
NAPLAN	National Assessment Program — Literacy and Numeracy
NCVER	National Centre for Vocational Education Research
NMS	National Minimum Standard
NQF	National Quality Framework
O	
OECD	Organisation for Economic and Co-operation and Development
OIC	Office of the Information Commissioner
OP	Overall Position
OSW	Occupational Safety and Wellbeing
P	
P&C	Parents and Citizens' Association
PPP	Public Private Partnership
PSA	<i>Public Service Act 2008</i>
Q	
QAO	Queensland Audit Office
QCAA	Queensland Curriculum and Assessment Authority
QCE	Queensland Certificate of Education
QCIA	Queensland Certificate of Individual Achievement
QCT	Queensland College of Teachers
QIECC	Queensland Indigenous Education Consultative Committee
Qld	Queensland
QPS	Queensland Public Service
QRC	Queensland Resource Council
QSPRC	Queensland Schools Planning Reference Committee
QUT	Queensland University of Technology
R	
RTI	Right to Information
RTO	Registered Training Organisation

RTSP Registered Trade Skills Pathway

S

SAT School-based Apprenticeship and Traineeship

SEP Special Education Programs

SEQ South East Queensland

SES Senior Executive Service

SDA School Disciplinary Absence

SIU School Improvement Unit

SLIC Strategic Leadership and Implementation Committee

SQW Skilling Queenslanders for Work

STEM Science, Technology, Engineering and Mathematics

T

TAFE Technical and further education

TSS Total State Sector

V

VET Vocational education and training
