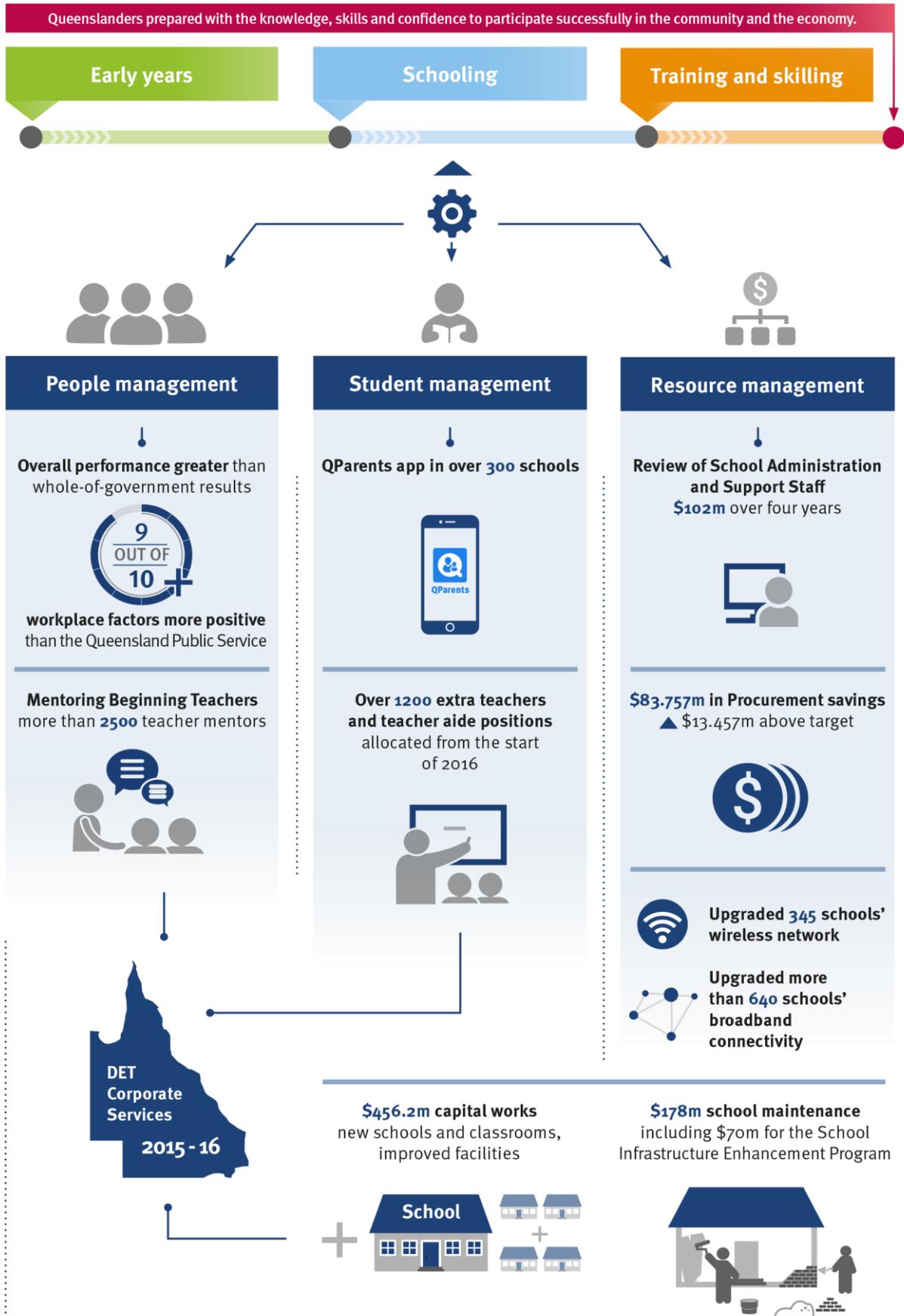




Supporting services

Our performance outcomes





Resources targeted to improve learning and skilling outcomes

To help meet and provide an effective foundation to deliver our strategic objectives, the department has a range of supporting services including staff empowerment, workforce capability solutions, workplace initiatives for health, safety and wellbeing, targeted investment, fit for purpose infrastructure, community and stakeholder engagement, collaborative policy development, good governance and evidence-informed practices.

For more information about our Supporting Services performance indicators, please refer to Appendix D.

Empowered staff, working together to deliver high-quality customer outcomes

The department continued to support the personal and professional growth of all employees through performance and leadership development frameworks across all levels of the organisation.

Key achievements in 2015–16:

- providing 151 principals with induction aligned to the leadership capability framework — the sessions received an overall satisfaction rating of 97 per cent
- investing \$2 million over two years to launch and implement the *Future Leaders Program* with over 90 aspiring school leaders, principals and higher level principals participating in the program
- delivering leadership programs for AO2-AO8 officers with 600 participating staff members
- rolling out annual performance review processes to principals, deputy principals and heads of program in schools

- offering 50 business support manager grants
- engaging principal coaches in accredited coaching professional development
- continuing to participate in initiatives aligned to the Whole-of-Government *Leadership Talent Management* strategy including: Executive Capability and Assessment Development, Leader Capability Assessment and Development, Leadership Talent Portal, and Leader Connect
- reviewing and redesigning a contemporary and streamlined Human Resources policy and delegation framework
- offering a number of scholarships or grants to high achieving aspiring and pre-service teachers including Beyond the Range — Professional Experience Grants, Step into STEM Teaching Scholarships, Pearl Duncan Teaching Scholarships, TJ Ryan Memorial Medal and Scholarships, Aspiring Teacher Grants, and the Lambert McBride Perpetual Bursary.

School leaders driving school improvement and student achievement

Identifying, growing and supporting leadership capability development, and in particular, our next generation of school leaders, is crucial to achieving our strategic goals. Leadership capability development is the focus of two keynote programs: *Future Leaders* to build the skills of strong potential leaders, and *Take the Lead* to recruit and develop small school teaching principals, associate leaders and band 7–10 school principals in rural and remote locations.

Future Leaders

Future Leaders is a leadership talent development initiative which aims to identify and develop current school leaders who demonstrate significant potential for next-level leadership.

Key achievements in 2015–16:

- training in advanced data analysis for members of school leadership teams
- introducing all teachers to class dashboard informative data, which provides teachers with information about each student in their class including individual subject results for the last two years, NAPLAN results, behaviour and attendance records
- building and implementing inclusive classroom practices through the *Quality Schools Inclusive Leaders* program
- implementing local strategies to improve student attendance.

Take the Lead

The *Take the Lead* leadership and development program is the department's strategy to develop the skills and capabilities of selected participants as high performing school leaders.

In 2015–16 we provided six residential programs for 127 participants, to support leadership development in rural and remote schools.

Working for Queensland

The department participated in the annual *Working for Queensland Employee Opinion Survey* in April–May 2016 with overall performance greater than Whole-of-Government results and a score of 70 per cent for agency engagement and 77 per cent for job empowerment.



Tackling Domestic and Family Violence

The department has prioritised actions to prevent and respond to domestic and family violence. Launched in February 2016, the *Respectful Relationships Education program* comprises a suite of primary prevention resources from Prep to Year 12. The program is available online to all Queensland state, Catholic and independent school teachers.

The *Supporting Staff Affected by Domestic and Family Violence* policy includes additional paid leave provisions in accordance with the Queensland Government *Support for employees affected by domestic and family violence Directive 4/15* and a range of workplace supports. Two workplace safety checklists were developed and 85,000 wallet cards distributed to provide contact numbers for domestic violence and employee counselling services.

A Commitment Statement and series of posters were developed for display in all schools and workplaces to affirm the department's position on domestic and family violence, in addition to a range of fact sheets and employee presentations. CEO Challenges *Recognise, Respond, Refer: Domestic Violence and the Workplace* online training modules were also released.

A skilled and capable workforce now and in the future

Workforce profile

As at 30 June 2016, there were:

- 86,599 employees, made up of approximately 68,103 full-time equivalents (FTEs)
- approximately 95 per cent of the department's workforce is based in a school
- 1845 FTEs providing corporate services to the department, representing 2.7 per cent of the total workforce

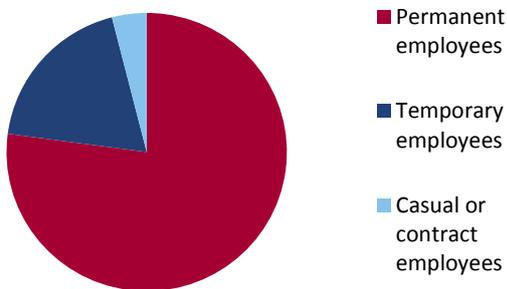
- less than 1 per cent are Senior Executive Service (SES) Officers, miscellaneous workers and trainees
- staff retention rate for 2015–16 was 94.9 per cent
- the annual permanent separation rate was 5.1 per cent.

During the 2015–16 financial year, 11 employees received redundancy packages at a cost of \$481,674.16. Employees who did not accept an offer of a redundancy were offered case management for a set period of time, where reasonable attempts were made to find alternative employment placements.

The department's staff numbers are based on Quarter 2 2016 Minimum Obligatory Human Resource Information (MOHRI) point-in-time data.

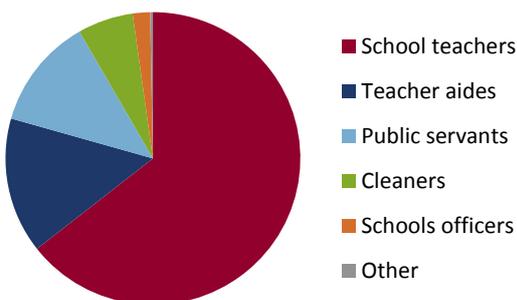
The department's workforce consists of:

Graph 5



The main occupational groups in the department are:

Graph 6



Strategic workforce planning

The department continues to work to attract and retain a high-quality workforce in schools and the corporate sector to deliver world-class education and training services for Queensland. A number of key initiatives have progressed to plan for, and support, our valuable workforce.

Key achievements in 2015–16:

- launching the October 2015 *State Schools Human Resources Workforce Plan 2015–2016 — Valuing our teachers*. This plan aligns with *Advancing education*, and takes a four pillar approach to improving teaching pathways and support for teachers and school leaders, and ensuring positive workplaces
- establishing the State Schools Transformational Human Resources Board, chaired by the Minister for Education. The Board provides strategic oversight of the *Schools Human Resources Workforce Plan 2015–2016 — Valuing our teachers* through sharing information, exchanging views and ideas, and strengthening of professional relationships with department stakeholders
- expanding existing scholarship programs including new targeted initiatives such as *Career Start Bursary* to attract high performing pre-service leaders to work in priority curriculum areas and schools
- conducting national and international recruitment campaigns to attract and retain quality teachers in specialised subject areas
- promoting teaching as a profession and the department as an employer of choice through strong branding and digital strategies

- partnering with higher education institutions and schools to conduct career and employment-focused events across Queensland, and to distribute more than 19,500 *Professional Experience Reporting Framework* information packages to pre-service and supervising teachers
- continuing to develop a pipeline of high-quality pre-service teachers through the Teacher Education Centres of Excellence
- supporting beginning teachers in rural, remote and high-priority communities through a professional development conference prior to commencement, with ongoing regional support after school placement
- reviewing school administrative and support staff as part of the *Letting Teachers Teach: Building a modern teaching profession* policy statement
- allocating the first tranche of 290 full-time equivalent (FTE) positions to more than 500 primary, secondary and special schools under the 3-year 875 *Extra Teachers* initiative
- from the start of the 2016 school year the department allocated over 1200 extra teacher and teacher aide FTEs to state schools across Queensland to meet growth, deliver on the government's election commitments, and to support students with special needs
- the department continues to play its role as the major employer of teachers in this state and has employed some 1600 graduates in permanent positions during 2016
- appointing regional Indigenous English as an Additional Language or Dialect (EAL/D) coaches to provide identified schools with specific professional development, resources and advice. These coaches support the implementation of the *P–10 Australian Curriculum*; the State Schools' EAL/D Statement of the *P–12 Curriculum, Assessment and Reporting Framework for EAL/D learners*; and the *Capability Framework for Teaching Aboriginal and Torres Strait Islander EAL/D learners*
- providing a suite of professional development and upskilling opportunities to increase STEM teacher availability in state schools
- ensuring every new teacher is coached by a mentor through the *Mentoring Beginning Teachers* program, with more than 2500 teacher mentors completing the training across Queensland
- appointing STEM champions in each region to lead and develop professional development and upskilling opportunities for teachers through networking opportunities with higher education institutions
- continuing to progress the Government's election commitment to introduce highly accomplished and lead teachers in 2019.



Review of School Administrative and Support Staff

High-quality administrative and support staff play a valuable role in the successful operation of Queensland's state schools.

As a result of the Government's *Review of School Administrative and Support Staff (RoSAS)* in 2015–16, \$102 million over four years has been allocated to reform the models for allocating administrative and support staff to state schools, including support for non-state schools.

This reform will ensure salary classifications better reflect the responsibilities involved in the broad range of increasingly complex administrative, financial, facilities and human resources tasks required to effectively operate schools.

Every state primary, secondary, combined and special school will benefit to some extent from this initiative.

This significant additional investment in our state schools will see:

- Business Services Managers' salary classification levels increased
- Administrative Officers (AO2s) in small schools being upgraded
- Additional groundscare support allocated to small schools
- Schools Officers Grounds and Facilities being upgraded.

Implementation of these reforms will commence in 2017.

Workforce relations

The department has continued to openly communicate and consult with staff, stakeholders and the unions that represent its workforce.

Key achievements in 2015–16:

- Finalising the:
 - *Department of Education and Training Teacher Aides' Certified Agreement 2015*

- *Department of Education and Training (Education) Cleaners' Certified Agreement 2015.*

As part of the *State Government Departments Certified Agreement 2009*, the department's nurses will form part of the *Queensland Health Nurses Agreement* this year. The department is also currently renegotiating the *State School Teachers' Certified Agreement*.

Safe, healthy and inclusive workplaces

Safety, health and wellness

The department's activities are conducted in a range of work environments presenting a variety of hazards and risks.

The department is dedicated to the continual improvement of health, safety and wellbeing programs and the continual development of a culture that supports and fosters safe and healthy working and learning environments for our staff and students.

The department maintains an integrated health, safety and wellbeing management system to provide a systematic approach for managing health, safety and wellbeing issues and risks across all department activities. This is supported by structures and resources at the department, branch, regional and workplace levels to support performance and compliance as well as to provide employees and others with the necessary information for informed and effective decisions on health, safety and wellbeing matters.

Key achievements in 2015–16:

- reviewed, redesigned and commenced redevelopment of the department's health, safety and wellbeing management system, including policy and procedure framework
- strengthened and aligned health, safety and wellbeing governance structures and processes to support effective consultation, assurance and due diligence requirements at all levels of the department. This included the provision of due diligence training for senior officers and the development of standard monthly regional

and corporate Health, Safety and Wellbeing (HSW) performance reports

- developed a holistic framework to support individual and collective staff wellbeing
- launching the *Rehabilitation Return to Work Coordinator* online training course
- conducted more than 865 audiometric assessments across the state as part of the department's hearing conservation program as well as individual healthy hearing education and strategies for risk management.

Diversity and inclusion

The department continues to prioritise a fair and inclusive culture, free from harassment, discrimination and workplace bullying.

Key achievements in 2015–16:

- hosting an International Women's Day (IWD) breakfast and announcement of the department's 2016 IWD winner, Queensland Academy for Science, Mathematics and Technology Principal, Kathryn Kayrooz
- encouraging schools and all departmental workplaces to celebrate the achievements of women and girls and to promote the 2016 theme *#pledgeforparity*
- reviewing *Partners for Success* in response to a request from the Indigenous Education Alliance and Gulf principals group and the Queensland Teachers' Union, resulting in a proposal for a governance structure and recruitment induction and support strategy to enhance the quality of teaching provided to Aboriginal and Torres Strait Islander students
- developing the department's *Cultural Capability Action Plan* in collaboration with the Department of Aboriginal and Torres Strait Islander Partnerships
- implementing a range of activities to deliver the nine *Not Now, Not Ever: Putting an End to Domestic and Family Violence in*

Queensland Special Taskforce recommendations that fall under the department's responsibility.

Flexible work practices and work-life balance

The department is committed to fostering a supportive workplace culture where employees are encouraged and assisted to balance work, family and other aspects of personal life. The department continues to support staff by offering the following flexible work options:

- part-time work, part-year work/annualised hours, job sharing, compressed work hours, flexible work hours/shifts and term-time work arrangements
- telecommuting, hot desks, purchased leave/extended leave/deferred salary schemes and leave at half pay.

Strengthened community partnerships and engagement

The department continued to foster strong collaborative partnerships with community, industry, other government agencies and stakeholders to deliver improved outcomes for all learners.

Through its community engagement and partnerships initiatives the department builds and maintains confidence in the quality, consistency and effectiveness of Queensland's early childhood, education and training system.

Key achievements in 2015–16:

- delivering *Creative Generation — State Schools on Stage*, Queensland's largest youth performing arts event to mentor and foster the next generation of performers and provide opportunities for them to work with, and learn from, professional artists
- partnering with a range of sponsors and stakeholders to deliver the *Showcase Awards for Excellence in Schools* and *Jack Pizzey Awards* to celebrate the achievements of state schools

- engaging with the community to support the roll out of numerous departmental initiatives including *Advancing education*, *#codingcounts*, the Autism Hub and Reading Centre and *Skilling Queensland for Work* initiative
- continuing to raise awareness of the importance of kindergarten and early childhood education through the *Kindy Counts* campaign
- partnering with the National Rugby League and well known players to encourage Aboriginal and Torres Strait Islander students to go to school every day as part of *Every Day Counts*.

Strong relationships across sectors, agencies and regions to deliver improved outcomes

The department values its strong relationships and partnerships across the early childhood, education and training sectors at national, state and local levels. The department collaborates closely with stakeholders across governments, non-government organisations and community groups, as well as taking a connected approach within the agency. By working together and focusing on our priorities, we are lifting outcomes for Queenslanders through our shared responsibility for:

- successful transitions
- vulnerable learners
- Indigenous outcomes
- connecting learning pathways.

The department's Early Childhood, State Schooling, Training and Skills, and Corporate Services divisions deliver priorities through a blended service delivery model across seven regions. Service delivery is a mix of frontline service delivery areas, centralised and regional functions, information systems, programs and initiatives.

Planned and targeted investment to maximise outcomes

The department continues to focus on supporting business solutions through the improved delivery of high-quality, cost-effective and contemporary ICT infrastructure.

Key achievements in 2015–16:

- maintaining a 98.5 per cent uptime of key IT system availability on a network with over 670,000 active users and 280,000 managed computers storing 2.8 petabytes of data on 5500 virtual server environments
- upgrading the wireless networks in more than 345 schools to ensure school IT infrastructure is fit for purpose with the ongoing use of laptops by students and eLearning materials in schools
- upgrading bandwidth connectivity to more than 640 schools to meet the needs of a digital curriculum – most schools received an upgrade of over 300 per cent
- deploying the QParents app to more than 300 state schools, providing more than 20,800 parents of 29,300 Queensland state school students with secure online access to student information such as attendance details, behaviour, report cards and timetables
- conducting a number of trials throughout the State on a range of innovations such as programming and coding, 3D printing, robotics, Minecraft™ in education and flipped classrooms
- coordinating a *Cybersafe DigiFest* competition which encouraged Queensland state school students to create a two minute multimedia production highlighting the importance of cybersafety
- implementing the recommendations from the external review of the OneSchool student protection module.



QPARENTS

Parents at Ashgrove State School have embraced the QParents app with two-thirds of students currently linked to a QParents account. Parents have commented that using the finance module has made making payments much simpler, and having student timetable information available has meant they always know when their child has specialty classes like swimming and music. Parents can also easily notify the school of student absences and update medical conditions. Overall, parents are impressed with the site and agree that it's good to have everything in one place. QParents is now an integral part of Ashgrove's parent communication strategy.

Fit for purpose and future focused infrastructure

Building and maintaining modern, efficient and effective infrastructure to meet the diverse learning needs and improve outcomes for students across a range of abilities and year levels is a priority for the department.

Key achievements in 2015–16:

- funding of \$168.7 million to undertake new stages for four recently-opened schools (Highfields and Pimpama State Secondary Colleges, Springfield Central State High and State School) and provide additional classrooms at existing schools in growth areas. This includes \$7.1 million to commence construction for the new Cairns Special School
- providing \$35.3 million to replace and enhance facilities at existing schools
- providing \$10 million as part of a \$90 million funding program over four years for a new primary school and master planning works for a new high school, both in Townsville

- funding of \$23 million to continue delivery of round five of the *Australian Government Trades Skills Centres Program*
- funding \$10 million of \$30 million total funding over three years to commence project delivery under the new *Education Minor Works Fund*
- providing \$4.8 million to continue refurbishing existing early childhood education and care facilities
- funding of \$1.9 million to enhance pre-Prep outdoor learning environments.



School Infrastructure Enhancement Program

In 2015–16 \$70 million was invested in the *School Infrastructure Enhancement* program to repair, modernise, repurpose and rationalise school facilities to deliver fit for purpose learning environments.

194 schools have benefited from the program, including \$666,258 in works at Toowoomba West Special School with renewed contemporary spaces including cabinetry, flooring, walls, whiteboards, asbestos removal and extra storage.



Four new state schools opened in 2016

Under the *Queensland Schools Public Private Partnership* (PPP) agreement, 10 new schools are being built in high growth areas of South East Queensland (SEQ) over a five-year period. Stage one of four new primary schools opened for the commencement of the 2016 school year:

- Pallara State School — relocation of an existing school to Ritchie Road, Pallara
- Bellmere State School — a new primary school at Caboolture West
- Griffin State School — a new primary school in Pine Rivers
- Deebing Heights State School — a new primary school in Ripley North.

Collaborative policy development

During 2015–16 the department continued to support collaborative policy development with the Australian Government through national discussions on early childhood, school education, VET and higher education issues.

To progress the Council of Australian Governments (COAG) priorities, the department supported Ministerial representation at the Industry and Skills Council, and Education Council. The department further supported the Education Council and the Australian Education Senior Officials Committee (AESOC) - formerly the Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee) by assuming the role of host and chair jurisdiction for 2015.

Key achievements in 2015–16:

Advancing education

- *Advancing education action plan* consultation draft and *#codingcounts* discussion paper released 14 October 2015
- 10 week statewide consultation process concluded 23 December 2015

- more than 1000 Queenslanders participated in the consultation process
- refreshed *Advancing education action plan*, a consultation report, *#codingcounts* and STEM supporting plans released to the public 30 June 2016.

National Agreements

- Successful negotiation of the:
 - National Partnership Agreement on Universal Access to Early Childhood Education 2016 and 2017
 - National Partnership Agreement on the National Quality Agenda for Early Childhood Education and Care 2015–2018
 - review of the National Partnership Agreement on Skills Reform
 - Project Agreement for the Schools Security Programme
 - Project Agreement for Online Safety Programmes in School.

Information about the outcomes, objectives, targets and performance indicators in National Agreements and National Partnership Agreements under the Intergovernmental Agreement on Federal Financial Relations is available at <http://www.federalfinancialrelations.gov.au/content/npa/default.aspx>.

The department has also continued to work in partnership with key stakeholders across the education, training and higher education sectors. During 2015–16, the department supported the establishment of the Ministerial Senior Secondary Assessment Taskforce. The Taskforce included representatives from across the schooling and tertiary education sectors. It met on seven occasions to guide the development of new Queensland senior assessment and tertiary entrance systems. The new system will commence for students entering Year 11 in 2018.

Continuous quality improvement through evidence-informed practices, good governance and accountable decision making

Good governance and evidence-informed practice are essential for the department to carry out its operations effectively. The department continues to improve its frameworks to balance its performance and accountability requirements.

Key achievements in 2015–16:

- developing a quick guide for the department's *Corporate Governance Framework* to provide users with ongoing confidence in service integrity. The guide maps the department's governance practices to the seven good governance elements and improves accessibility to this information.
- implementing the *Evidence Framework* bringing together the essential elements for building better practice and underpinned by the *Standards of Evidence* to provide a common language to discuss, generate and critique evidence.
- launching the *Education Horizon* priority research grant scheme to support research aligned with the department's education and training priorities.

The department also facilitates a number of statutory bodies and entities to table separate annual reports in Parliament.

Further information about these statutory bodies and portfolio entities is available in Appendix H.

Boards and committees

Further information about our boards and committees is available in Appendix G.

Public Sector Ethics Act, 1994

The department maintains a positive ethical culture, demonstrates strong ethical leadership and ensures employees are aware of their ethics-related rights and obligations.

All employees are required to comply with the ethical principles, values and standards set out in the *Public Sector Ethics Act 1994*, (the Ethics Act), the requirements of the *Code of Conduct for the Queensland Public Service* (the Code of Conduct) and the department's *Standard of Practice*.

The *Standard of Practice* supports the *Code of Conduct* and provides further ethical guidance to departmental employees about applying the Code's principles, values and standards of conduct to our daily work. The Standard was updated in February 2016 to ensure its continued relevance to the department's complex and dynamic environment.

The ethics principles and values contained in the Ethics Act, the Code of Conduct, and the *Standard of Practice* are reflected in the department's human resource and other management practices, administrative procedures, policy instruments, and plans.

The department's planning aligns with the ethics principles set out in the Ethics Act, with a clear line of sight from the department's strategic plan to operational planning and individual performance planning.

Key achievements in 2015–16:

- providing all employees with access to appropriate education about public sector ethics via online and face-to-face training
- delivering regional training using resources developed by the department's Ethical Standards Unit. The unit's primary and long-term focus is to prevent misconduct by promoting ethical culture, practice and decision making across the organisation.

All employees are required to undertake this mandatory ethics training at induction and at intervals of no more than 12 months thereafter. This ensures our employees are aware of any changes to policy and legislation that may affect their work.

Risk management

The *Australian/New Zealand and International Standard for Risk Management (AS/NZS ISO 31000:2009)* underpins the department's risk management framework and processes, which involve understanding of the impact of uncertainty on the achievement of the department's objectives. The department's *Enterprise Risk Management Framework* is available at <http://www.det.qld.gov.au/corporate/enterprise-risk-management.html>

Audit and risk management committee

Pursuant to sections 15 and 28 of the *Financial and Performance Management Standard 2009 (FPMS)*, the department has established a risk management committee to manage strategic and operational risks.

The department's Audit and Risk Management Committee (ARMC) provides independent advice to the Director-General pursuant to section 35 of the FPMS.

Details about the ARMC including membership and a description of the committee's role, functions, responsibilities and achievements for 2015–16 are available in Appendix G.

Complaints management system

The department has a robust and contemporary complaints management system (Resolve) for managing employee misconduct, student harm complaints, employee complaints and some complaints that are categorised as 'customer complaints' under section 219(A) of the *Public Service Act 2008* (the PSA).

This system provides timely, efficient and detailed case management of matters received, and links to internal and external reporting and monitoring agencies. The system also allows for the detailed analysis of complaints data that in turn further supports the department's positive ethical culture, assists in reducing instances of employee wrong-doing in the workplace, and improves service delivery to clients.

Looking ahead, the department is implementing changes to the complaints management system to further improve consistency in the recording of customer complaints and reporting under section 219(A) of the PSA.

The department's 'customer complaints' under section 219(A) of the PSA can be obtained from the department's website at <http://www.deta.qld.gov.au/publications/annual-reports/index.html>

Internal Audit

Internal Audit provides audit and advisory services across the department including centralised and regional functions, information systems, frontline service delivery areas, programs and projects.

The Head of Internal Audit reports to the Director-General and to the ARMC, having regard to Queensland Treasury's *Audit Committee Guidelines*.

Internal Audit complies with its charter developed in accordance with the *International Standards for the Professional Practice of Internal Auditing* and the *Financial Accountability Act 2009*.

Internal Audit delivers an annual plan approved by the Director-General. During 2015–16, Internal Audit completed or was completing:

- 430 audits in schools and independent public schools
- 20 general audits
- 10 information systems audits.

Internal Audit also audited several financial acquittals, provided ad hoc advice on audit and assurance services to several departmental ICT enabled projects, and targeted audit enquiries and independent payroll verification checks on several payroll rate changes.

An internal self-assessment was also performed in accordance with the above international standards.

Key achievements in 2015–16:

- completing a comprehensive risk-based annual audit plan providing professional and timely advice to management and clients, including project assurances
- enhancing internal audit reporting and collaboration with management, to address department risks using pragmatic solutions
- supporting departmental reform through completion of a program of regional audits focused on governance and service delivery processes
- enhancing data analytics to broaden the scope of computer-assisted audit techniques to identify and report exceptions to management
- participating in the department's Fraud and Corruption Control Committee to enhance governance and accountability frameworks to mitigate the risk of and proactively detect fraud through targeted data analytical procedures
- participating in key department working groups to contribute to risk identification and mitigation perspectives
- receiving consistently positive feedback on the audit and advisory services from client satisfaction surveys
- carrying out Queensland Audit Office (QAO) audit recommendations to assess progress and completion.

External scrutiny

The department is subject to a number of external reviewers, including the Queensland Auditor-General, the Office of the Information Commissioner (Queensland), the Crime and Corruption Commission (Queensland), and the Queensland Ombudsman.

Information about significant external audits and reviews of the department during the 2015–16 financial year is available in Appendix F.

Information systems and recordkeeping

Pursuant to section 7 of the *Public Records Act 2002*, the department must make and keep full and accurate records of its activities; and have regard to any relevant policy, standards and guidelines made by the archivist about the making and keeping of public records.

Key achievements in 2015–16:

- reviewing recordkeeping policies
- promoting recordkeeping and information security awareness through *Keys to Managing Information* courses, available to all staff
- commencing procurement activities to upgrade electronic Document and Records Management System (eDRMS) to manage documents and records
- collaborating with Queensland State Archives to review the Retention and Disposal Schedule for education and training sector records.

Our legislation

Our functions and powers are derived from administering various Acts of Queensland Parliament in accordance with *Administrative Arrangements Order (No. 3) 2015*. This is available online at

<http://www.qld.gov.au/about/how-government-works/government-responsibilities/>

For a complete list of legislation administered by the department please refer to Appendix E.