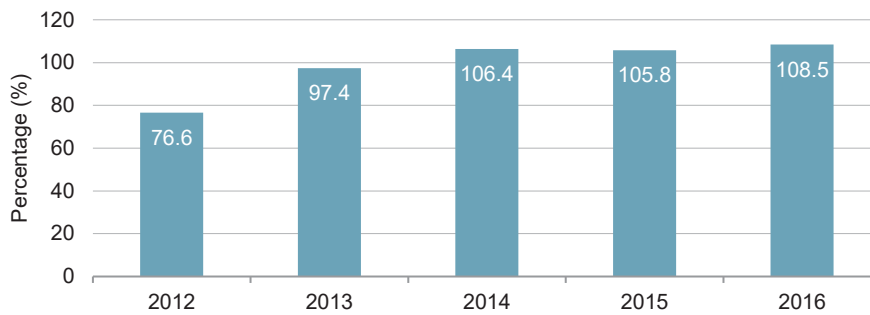


Appendix A—Queensland early years performance

Participation

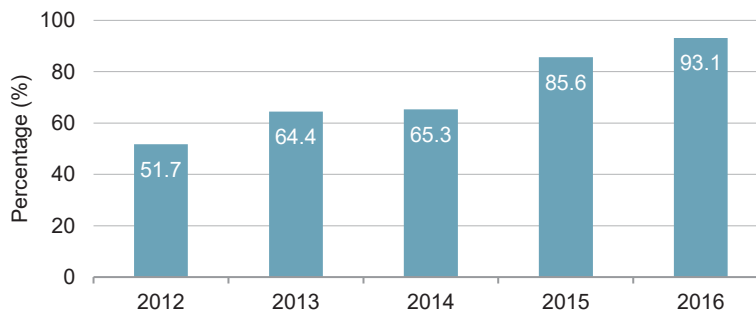
Proportion of children enrolled in an early childhood education program

Graph 7: All children



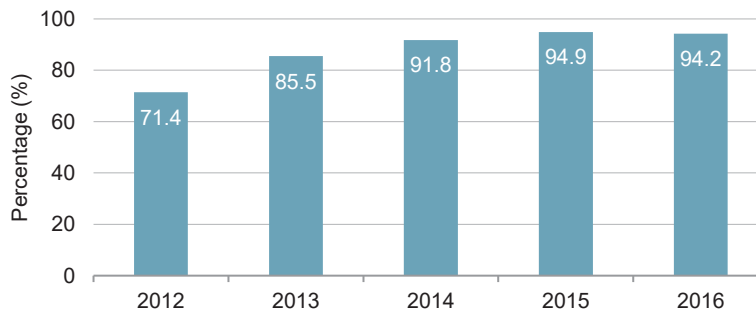
Source: ABS *Preschool Education, Australia* (Catalogue No. 4240.0)

Graph 8: Indigenous children



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

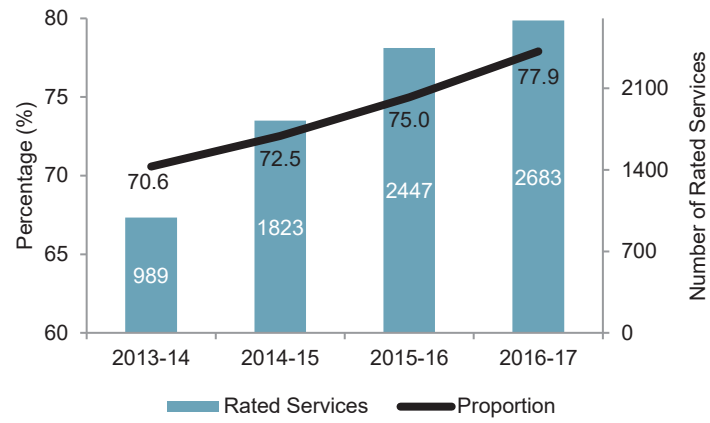
Graph 9: Disadvantaged communities



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

Quality

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

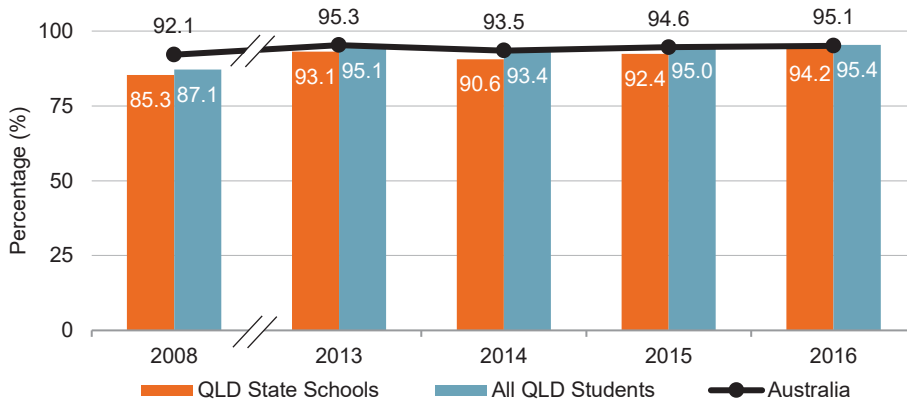


Source: Australian Children's Education and Care Quality Authority National Quality Framework (various years)

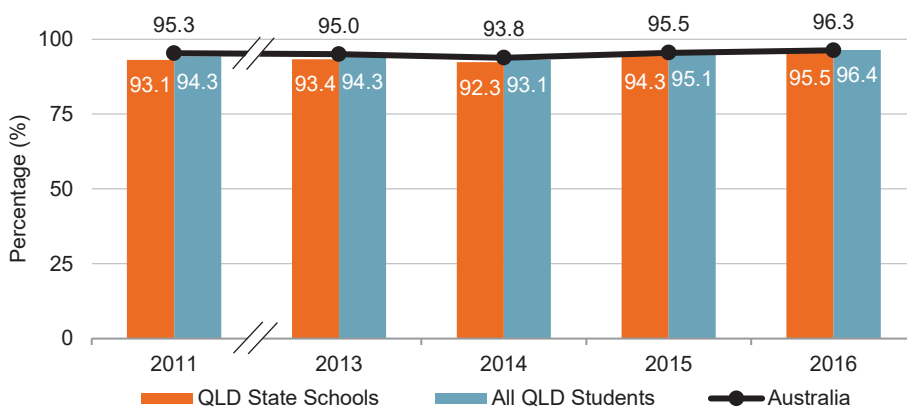
Appendix B—Queensland schooling performance

NAPLAN Proportion of students achieving at or above the National Minimum Standard

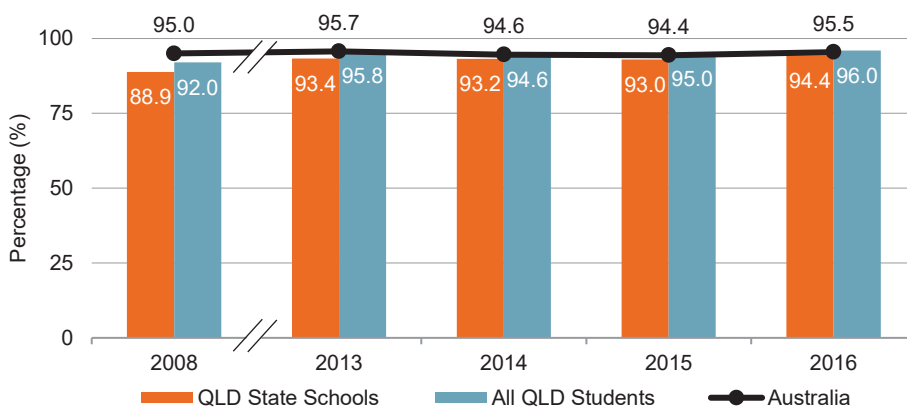
Graph 11: Year 3 Reading—All students



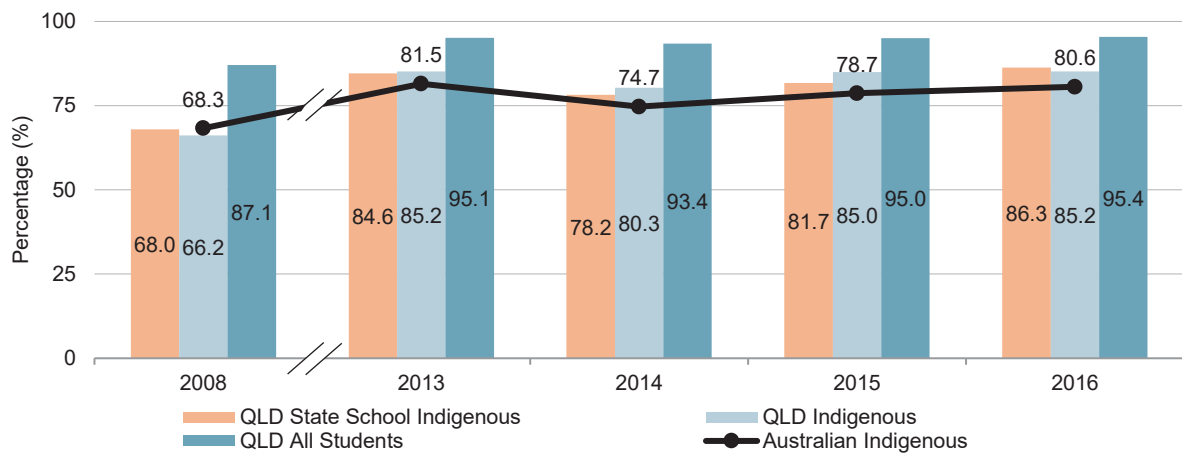
Graph 12: Year 3 Writing—All students



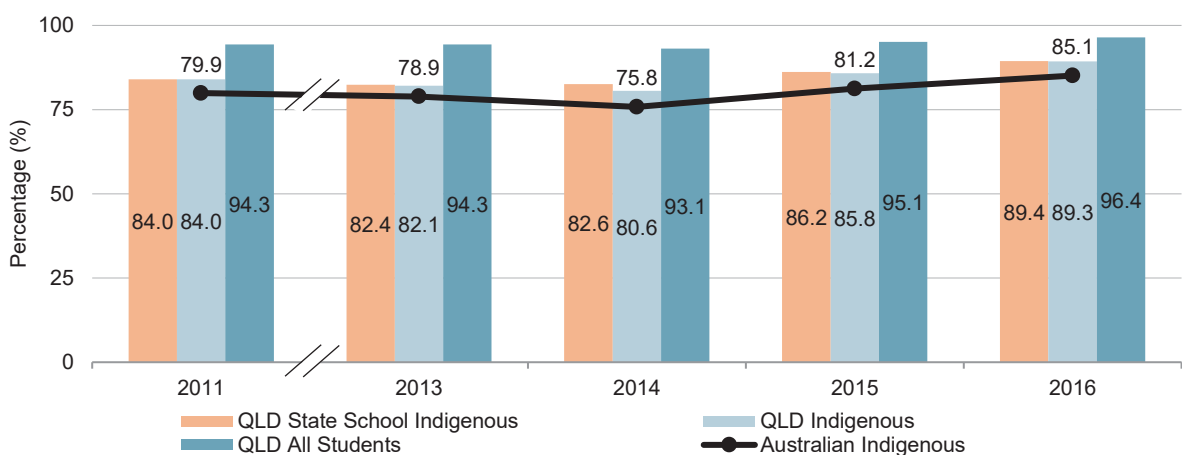
Graph 13: Year 3 Numeracy—All students



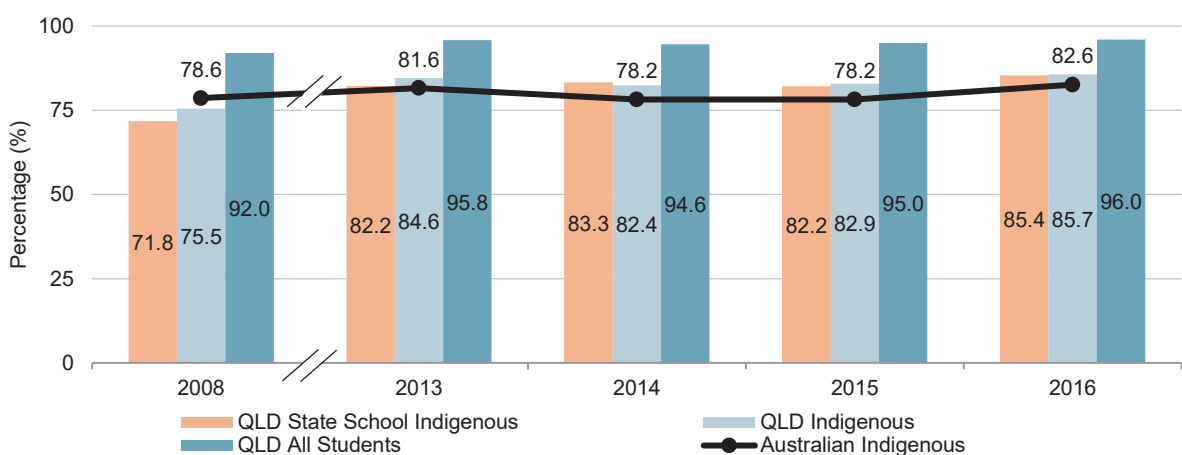
Graph 14: Year 3 Reading—Indigenous students



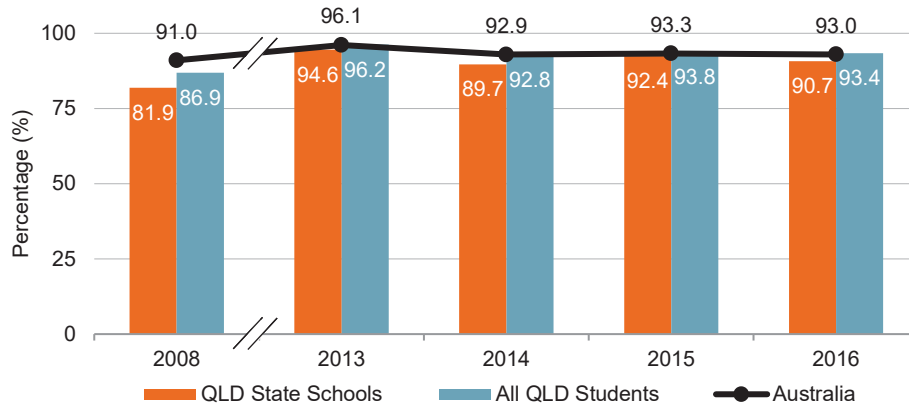
Graph 15: Year 3 Writing—Indigenous students



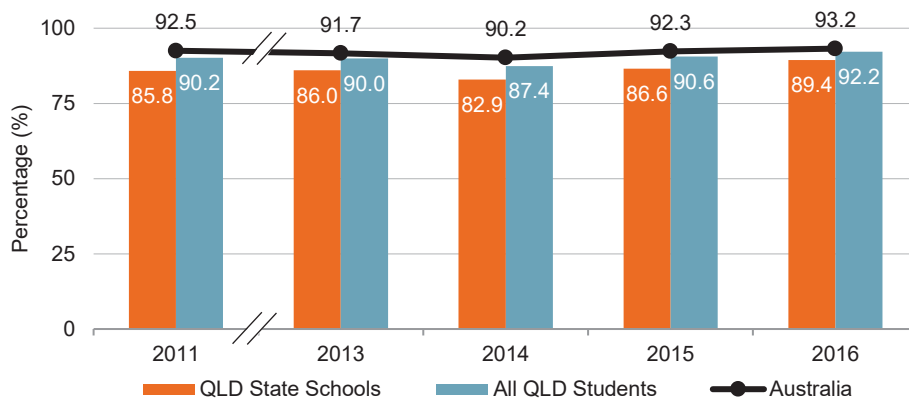
Graph 16: Year 3 Numeracy—Indigenous students



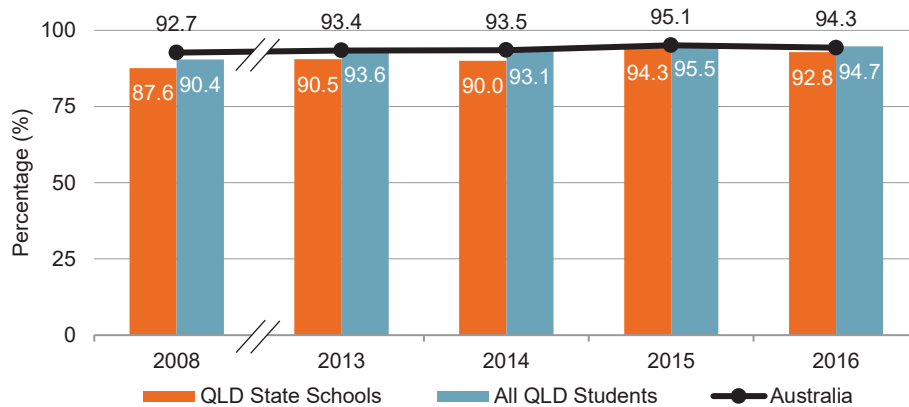
Graph 17: Year 5 Reading—All students



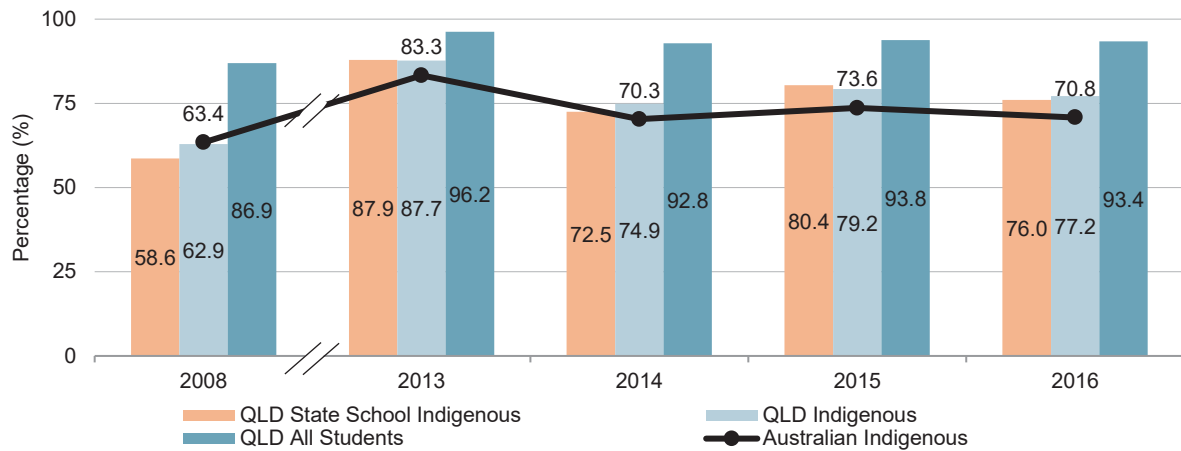
Graph 18: Year 5 Writing—All students



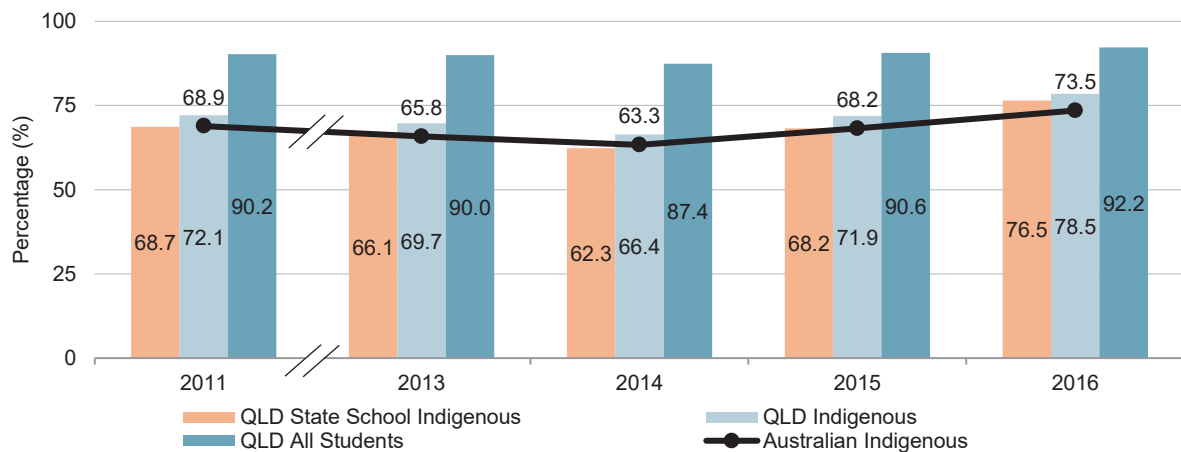
Graph 19: Year 5 Numeracy—All students



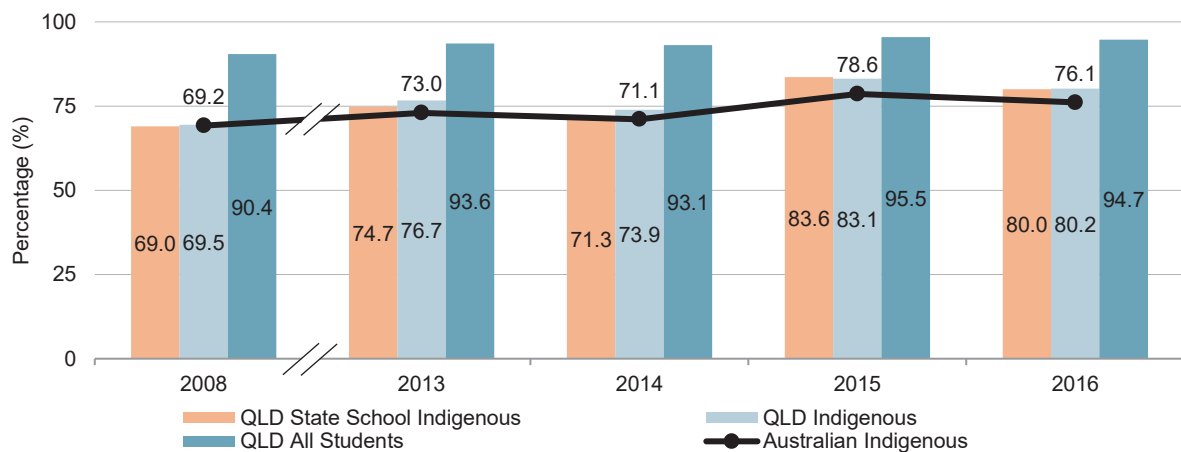
Graph 20: Year 5 Reading—Indigenous students



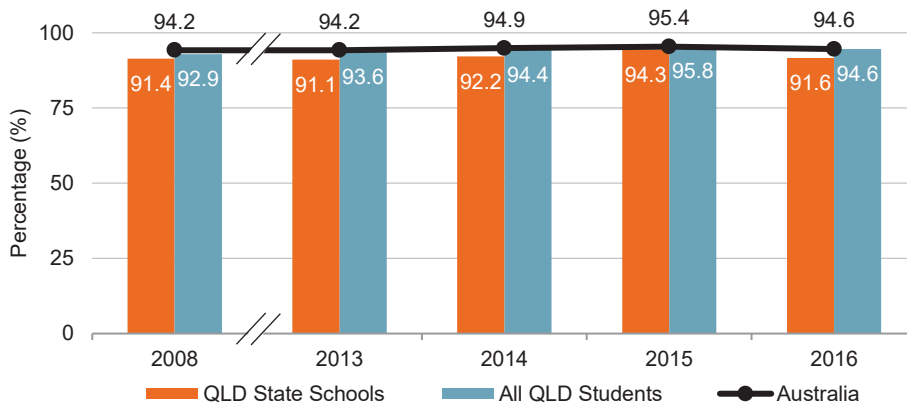
Graph 21: Year 5 Writing—Indigenous students



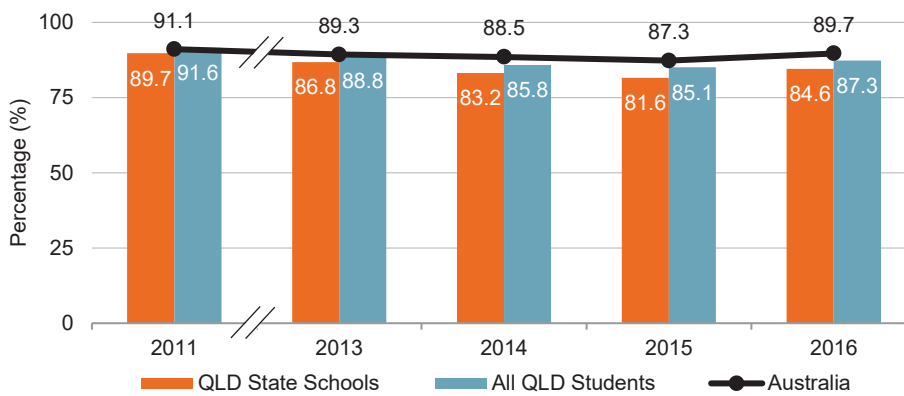
Graph 22: Year 5 Numeracy—Indigenous students



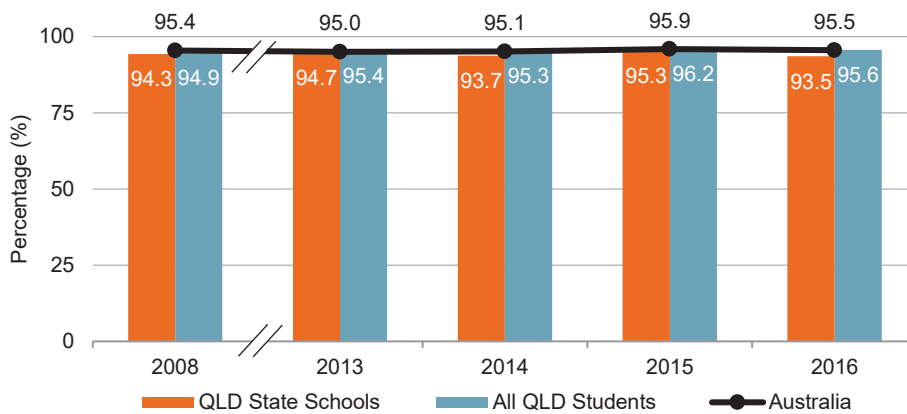
Graph 23: Year 7 Reading—All students



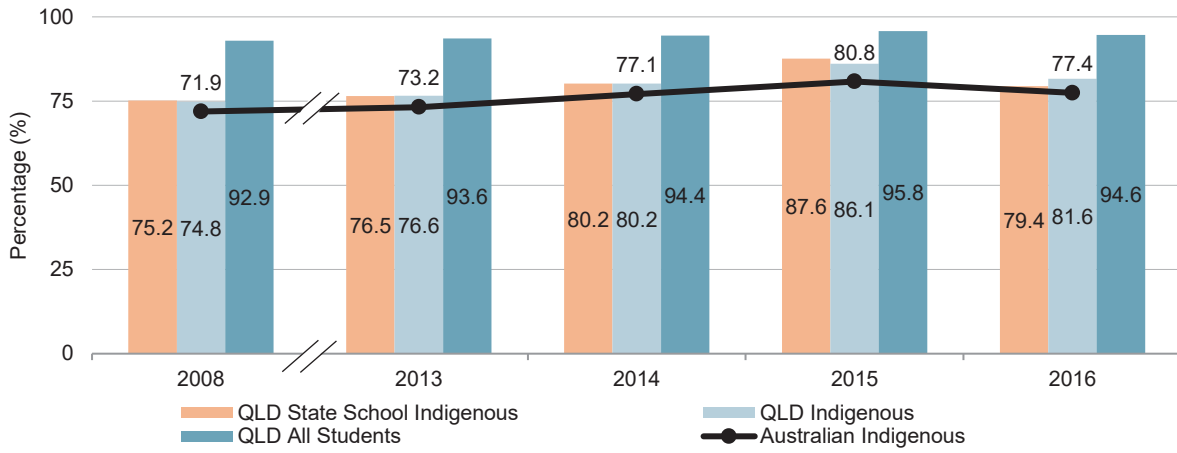
Graph 24: Year 7 Writing—All students



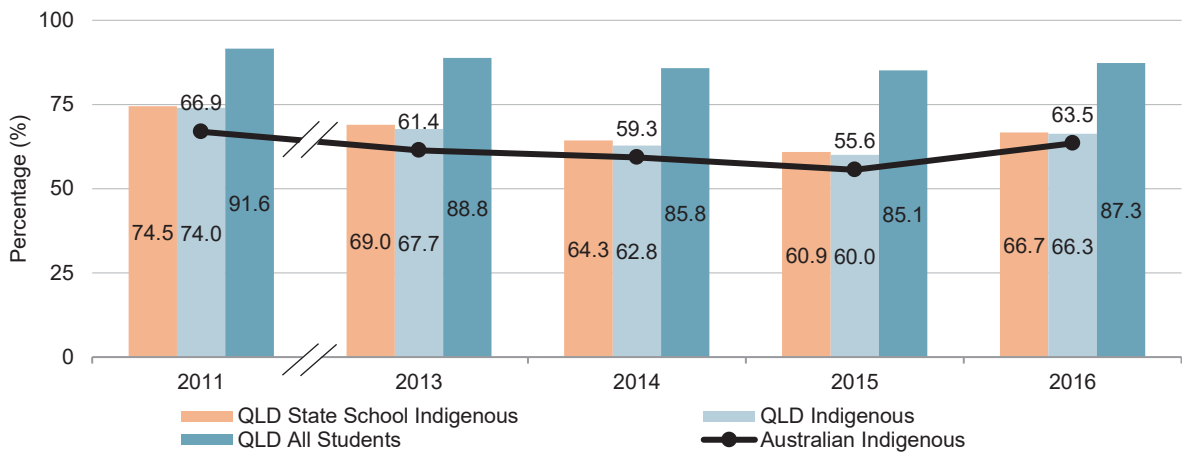
Graph 25: Year 7 Numeracy—All students



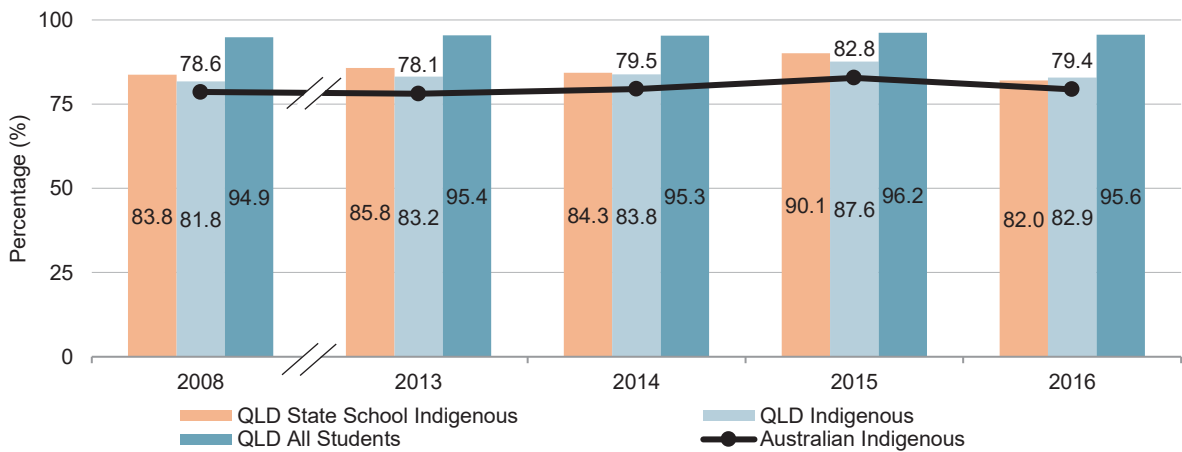
Graph 26: Year 7 Reading—Indigenous students



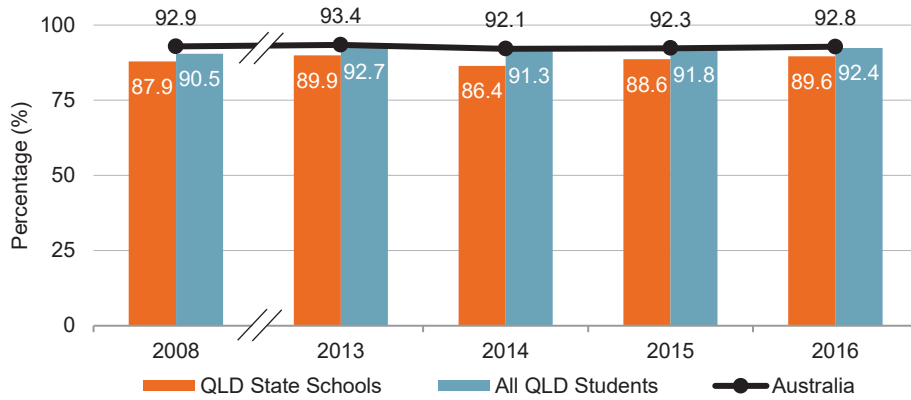
Graph 27: Year 7 Writing—Indigenous students



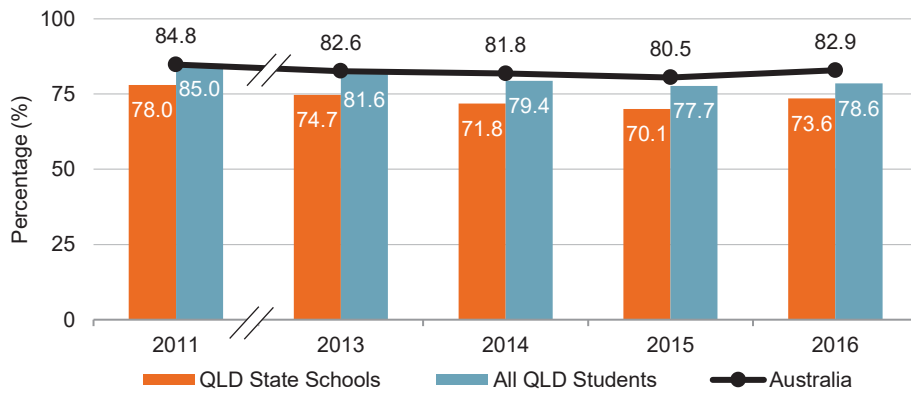
Graph 28: Year 7 Numeracy—Indigenous students



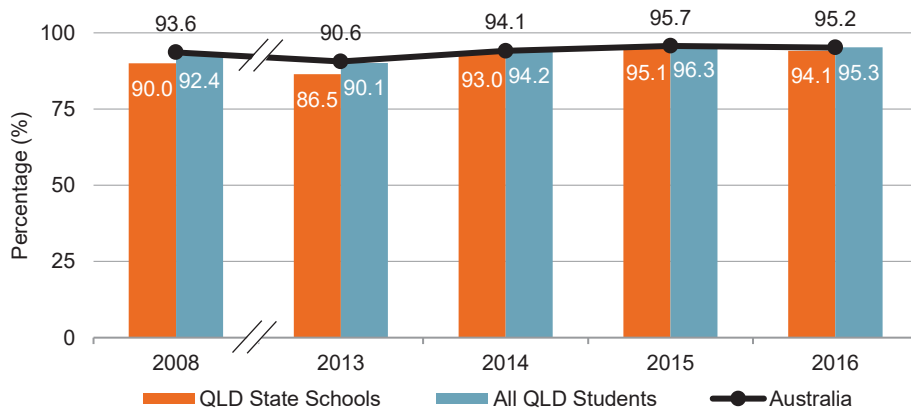
Graph 29: Year 9 Reading—All students



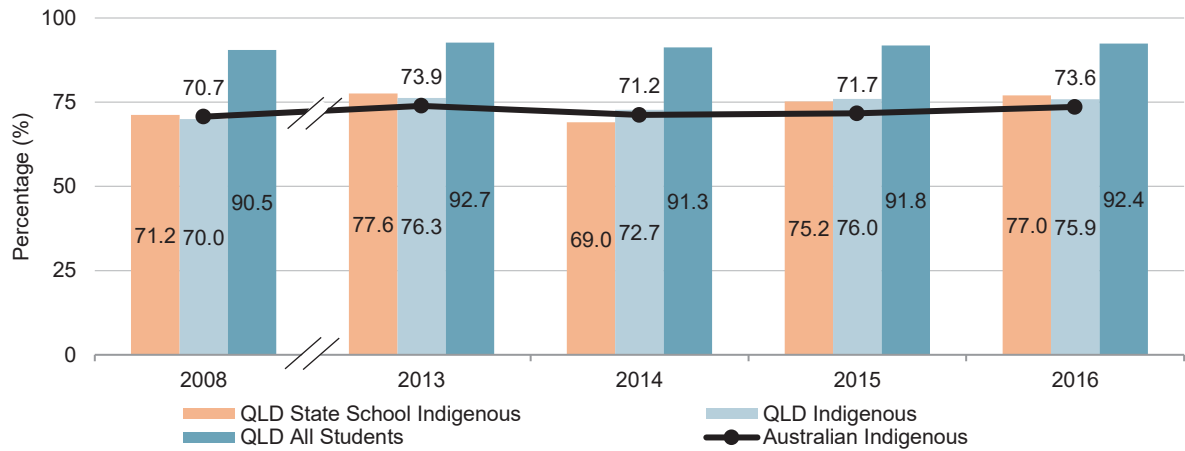
Graph 30: Year 9 Writing—All students



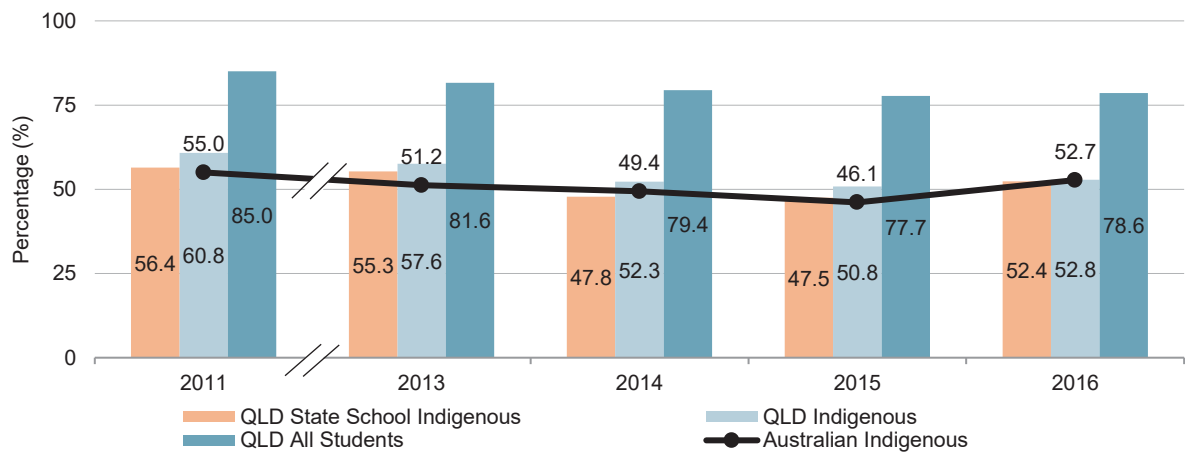
Graph 31: Year 9 Numeracy—All students



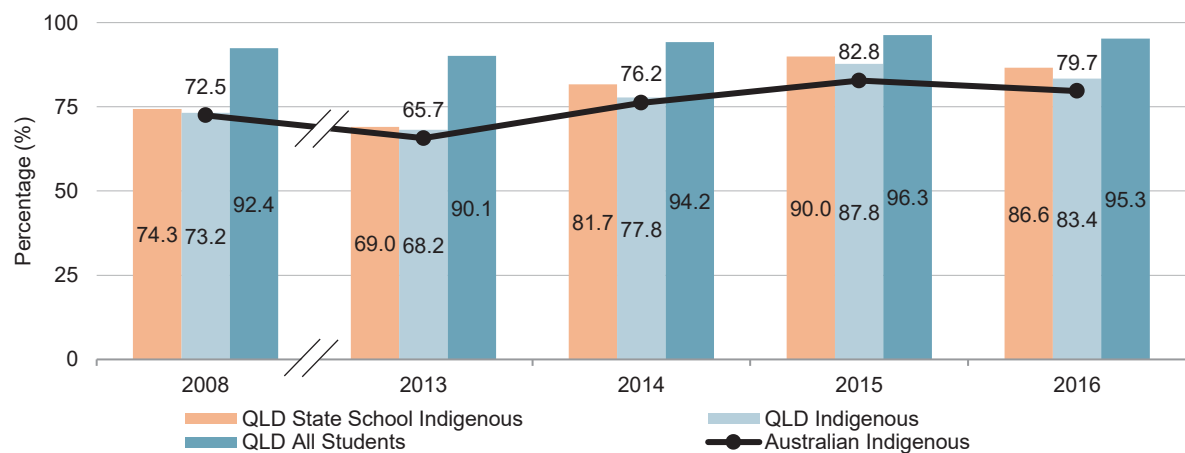
Graph 32: Year 9 Reading—Indigenous students



Graph 33: Year 9 Writing—Indigenous students



Graph 34: Year 9 Numeracy—Indigenous students



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

Note: Baseline (2008, 2011) figures are shown for comparison.

Year 12 outcomes

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

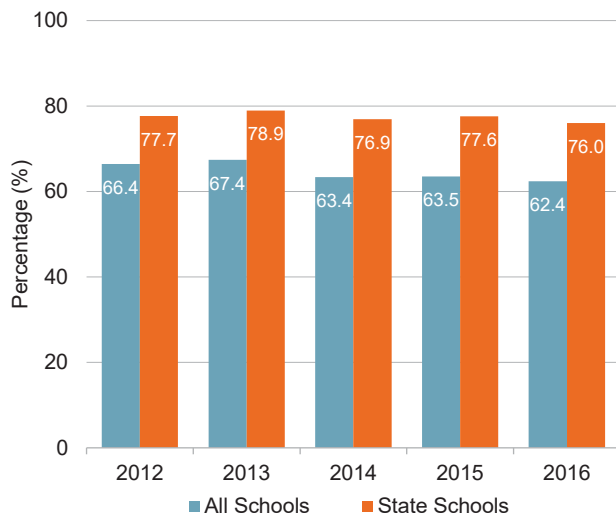
Measure	2010	2011	2012	2013	2014	2015	2016
State school students awarded Certification by the end of Year 12	77.1	81.6	84.5	88.4	92.9	96.7	97.8
All students awarded Certification by the end of Year 12	82.2	85.5	87.3	90.0	92.7	95.2	96.0
Indigenous state school students awarded Certification by the end of Year 12	53.8	65.9	70.2	75.9	86.5	95.0	97.0

Source: Queensland Curriculum and Assessment Authority (as at February 2017)

Note: Excludes visa students.

Proportion of Year 12 with a VET qualification

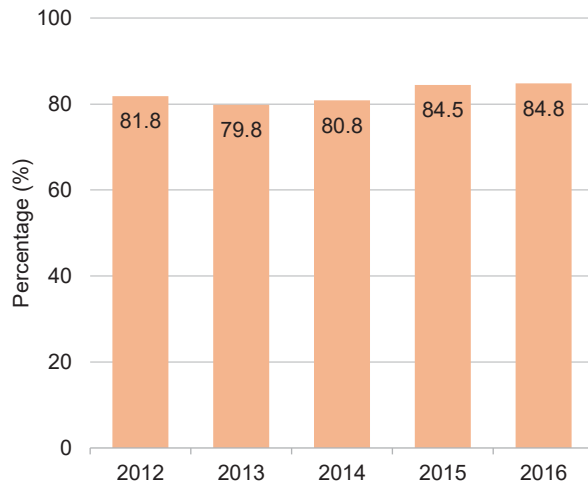
Graph 35: All students



Source: Queensland Curriculum and Assessment Authority (as at February 2017)

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

Graph 36: Indigenous state school students

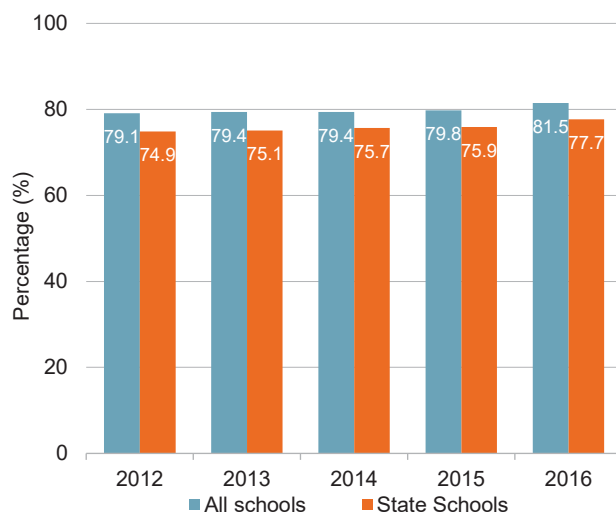


Source: Queensland Curriculum and Assessment Authority (as at February 2017)

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

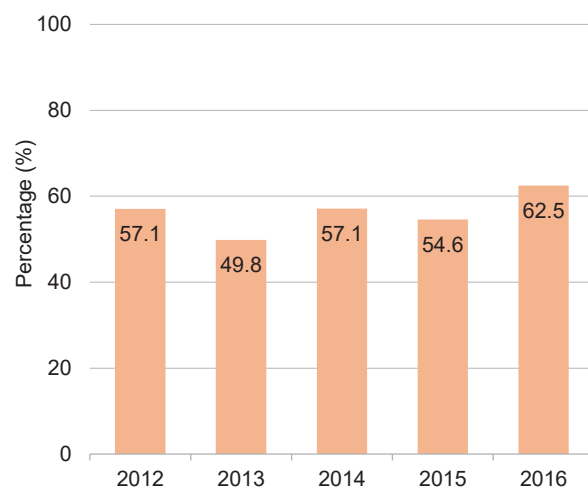
Proportion of Year 12 OP-eligible or International Baccalaureate students with an OP 1–15 or an International Baccalaureate Diploma (IBD) (state and all schools)

Graph 37: All students



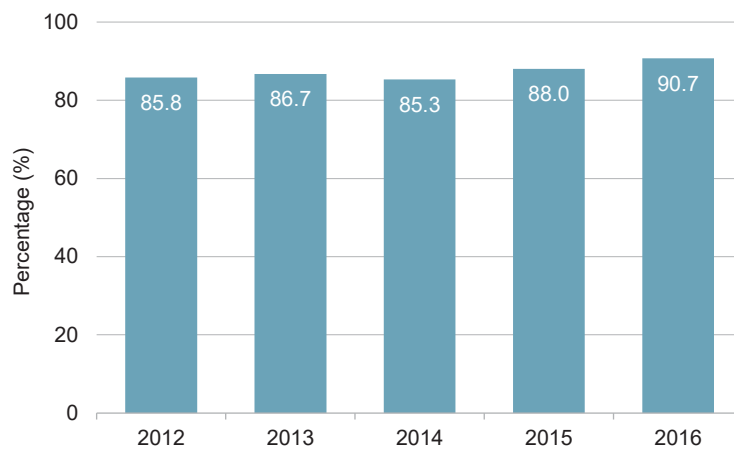
Source: Queensland Curriculum and Assessment Authority (as at February 2017)

Graph 38: Indigenous state school students



Source: Queensland Curriculum and Assessment Authority (as at February 2017)

Graph 39: Proportion of 20- to 24-year-olds having attained Year 12 or equivalent, or Certificate II or above (state and non-state schools)

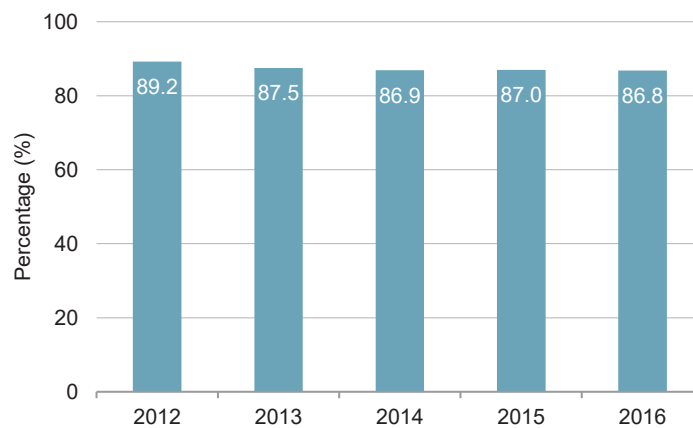


Source: ABS Education and Work, Australia, May 2016 (Catalogue No. 6227.0) (Additional Datacube)

Note: Full-time students only.

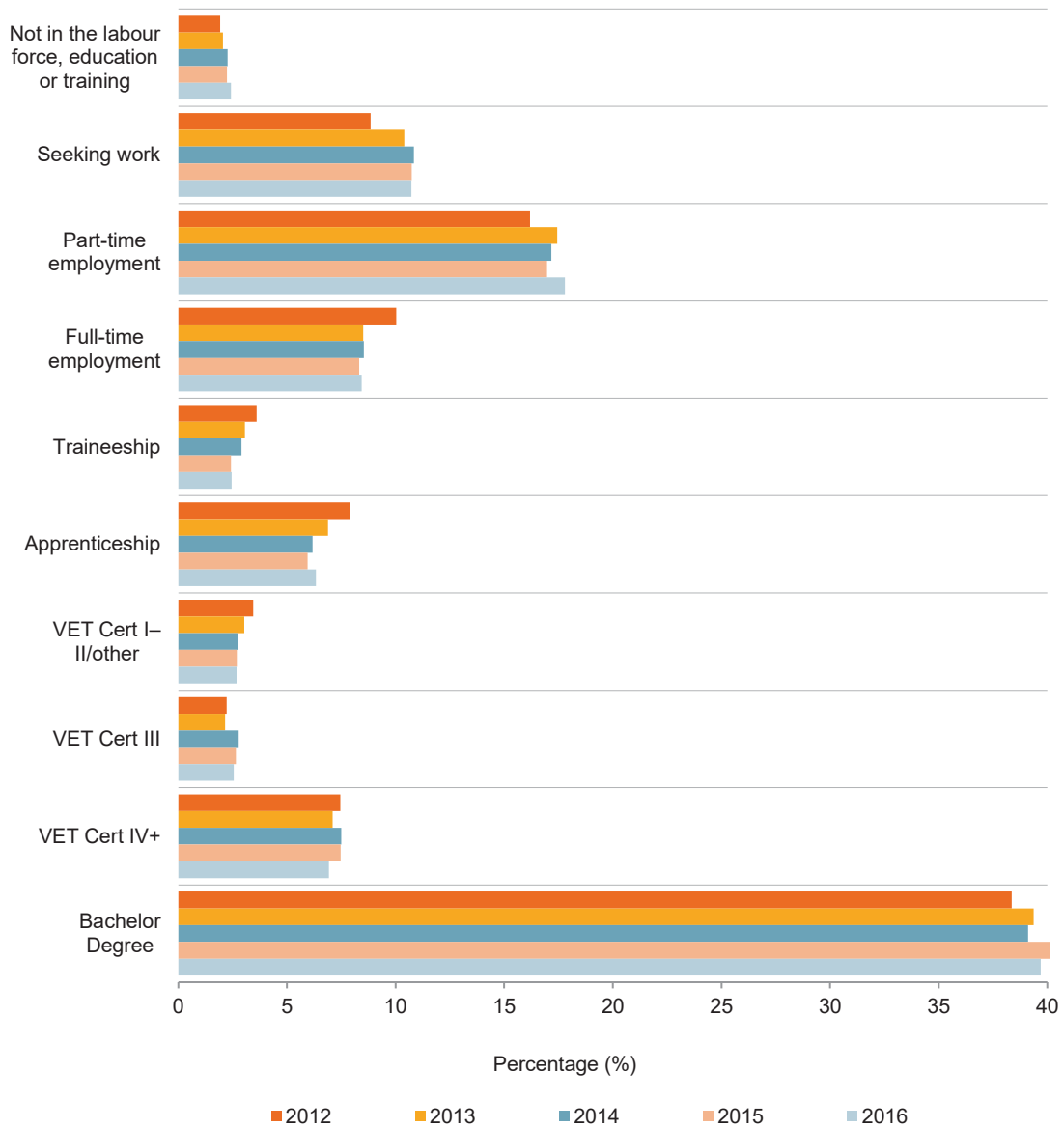
Post-schooling

Graph 40: Proportion of students who, six months after completing Year 12, are participating in education, training or employment (state and non-state schools) 2012–16



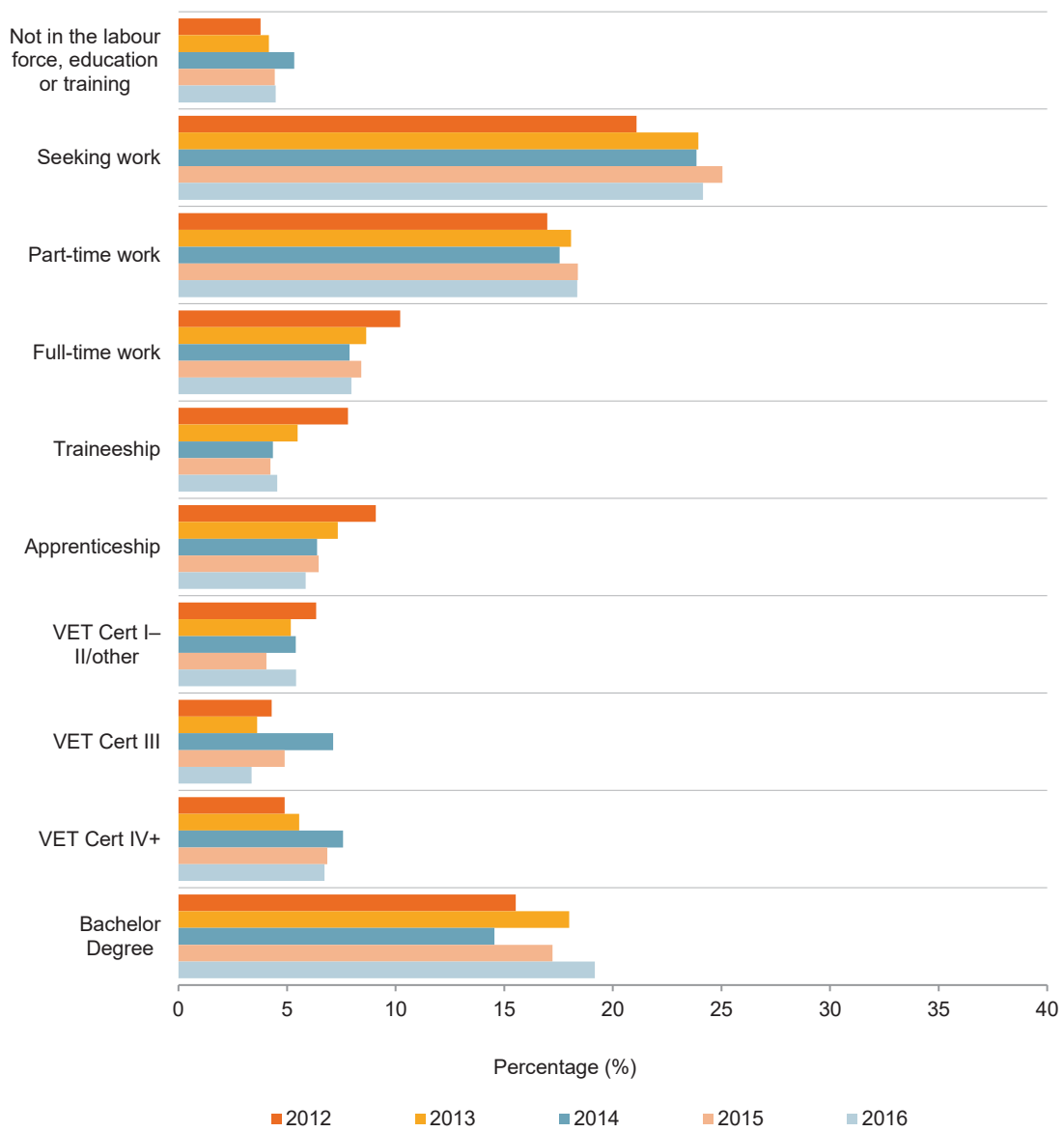
Source: 2012–16 Next Step Surveys

Graph 41: Main destinations of Year 12 completers (state and non-state schools) 2012–16



Source: 2012–16 Next Step Surveys

Graph 42: Main destinations of Indigenous Year 12 completers (state and non-state schools) 2012–16



Source: 2012–16 Next Step Surveys

Attendance

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

Region	2013	2014	2015	2016
Central Queensland	90.7	90.9	91.5	91.5
Darling Downs South West	90.3	90.6	91.1	91.2
Far North Queensland	87.9	88.3	88.9	88.9
Metropolitan	92.4	92.6	92.8	93.0
North Coast	90.4	90.7	91.0	91.2
North Queensland	89.0	89.6	89.8	89.4
South East	90.7	91.2	91.2	91.6
Queensland	90.8	91.1	91.4	91.5

Source: Department of Education and Training (Semester 1, 2013–16)

Note: Full-time students only.

Table 4: Proportion of state school students by attendance rate range (%), 2016

Year level category	Less than 85%	85% to <90%	90% to <95%	95% to 100%
Primary (Prep –Year 6)	12.2	11.0	25.9	50.9
Secondary (Year 7–Year 12)	21.7	13.1	25.1	40.1

Source: Department of Education and Training (Semester 1, 2016)

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.

Retention

Graph 43: Apparent retention rates (ARR) of Queensland and Australian students in Years 10–12, 2009–2016

Year	Queensland/ Australia	Aboriginal and Torres Strait Islander students	Non-Indigenous students	All students
2016	Qld	72.0	88.4	87.3
	Aust.	60.9	84.0	82.9
2015	Qld	72.4	87.7	86.7
	Aust.	60.6	83.8	82.7
2014	Qld	70.5	87.0	85.9
	Aust.	60.4	83.6	82.5
2013	Qld	67.0	85.2	84.0
	Aust.	55.8	81.9	80.7
2012	Qld	62.4	83.6	82.2
	Aust.	53.3	80.4	79.3
2011	Qld	61.8	83.1	81.8
	Aust.	53.5	80.6	79.5
2010	Qld	64.0	82.0	81.0
	Aust.	52.5	79.5	78.5
2009	Qld	60.6	79.8	78.8
	Aust.	50.1	77.7	76.7

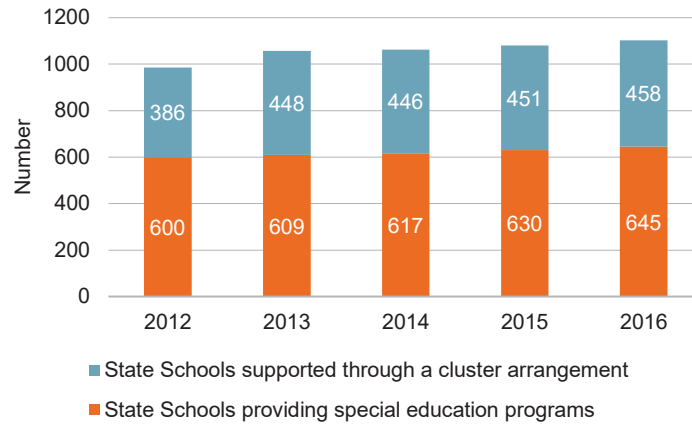
Source: ABS, *Schools, Australia*

Notes:

- Queensland state and non-state school students compared with Australian state and non-state school students.
- The category 'Non-Indigenous' includes students whose Indigenous status was reported as 'Not Stated'.

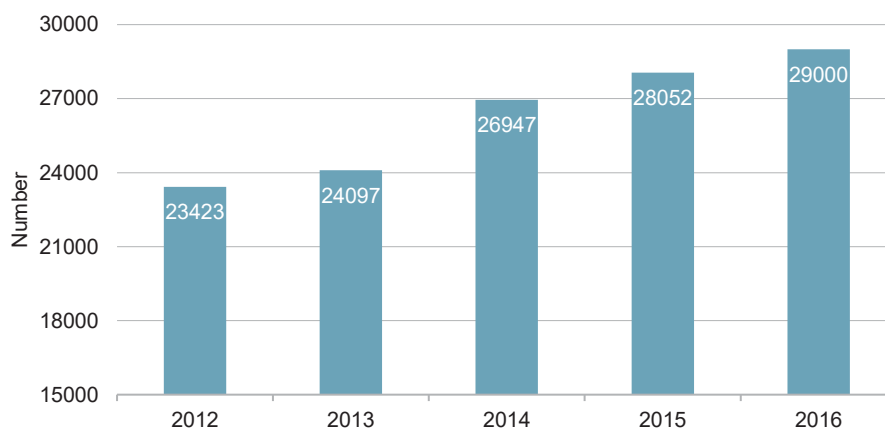
Students with disability

Graph 44: Number of state schools accessing special education programs



Source: Centre Information System (CIS)

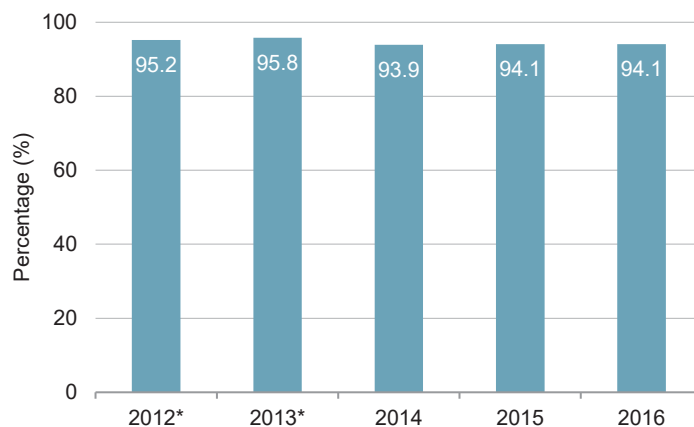
Graph 45: Number of students with verified disability identified as requiring additional support enrolled in state primary and secondary schools



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

Parent satisfaction

Graph 46: 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) was 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 persons other than children/young people 2016–17	Directions or orders given to children/young people who are not students of the school 2016–17
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	138	6
Direction to leave and not re-enter—section 339	27	1
Prohibition from entering premises for up to 60 days—section 340	44	6
Prohibition from entering premises for more than 60 days but not more than one year—section 341	2	0
Review of direction—section 338:		
• the number of review applications made	5	0
• the number of directions confirmed	3	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	13	2
Direction to leave and not re-enter—section 348	8	0
Prohibition from entering premises for up to 60 days—section 349	1	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 or 349B:		
• the number of review applications made	1	0
• the number of directions confirmed	0	0
• the number of directions cancelled	0	0

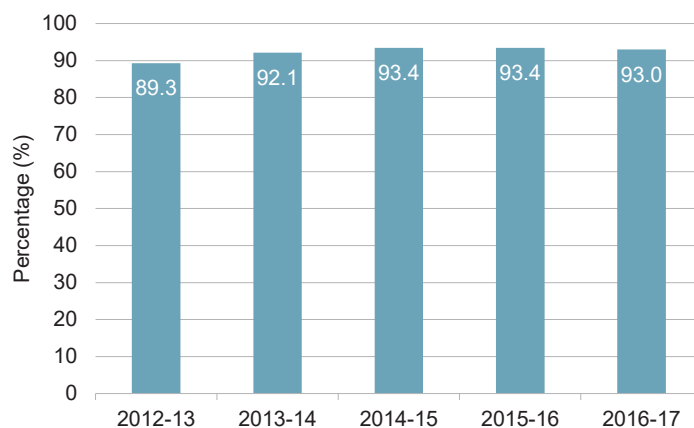
Source: Department of Education and Training

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

Appendix C—Queensland training and skilling performance

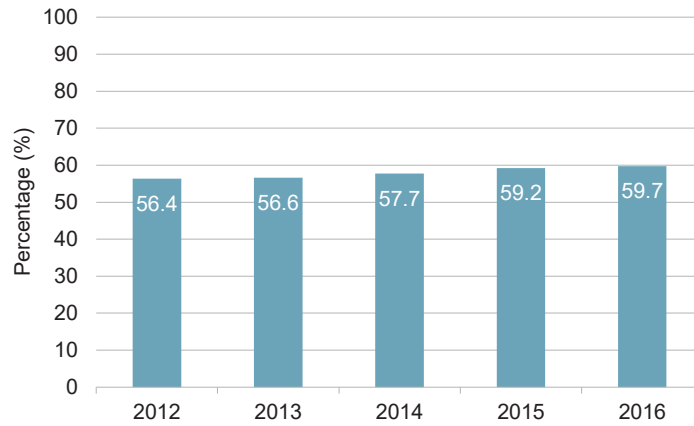
Training activity

Graph 47: Proportion of all attempted competencies successfully completed



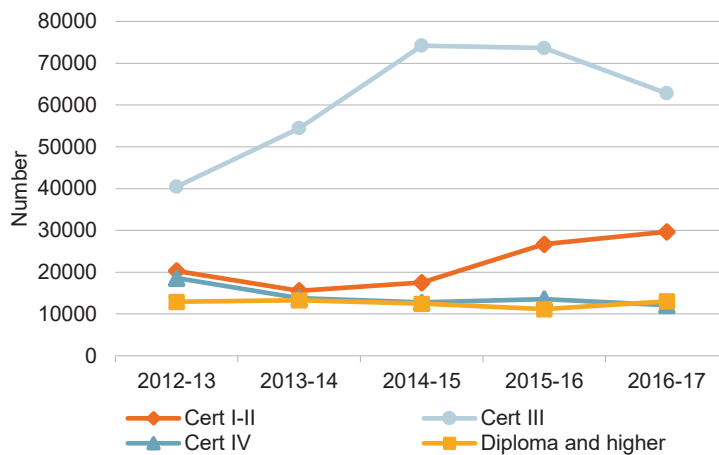
Source: Department of Education and Training—STAC database

Graph 48: Proportion of 25- to 64-year-olds with Certificate III or higher qualifications



Source: ABS Survey of Education and Work, Australia 2016 (Catalogue No. 6227.0)

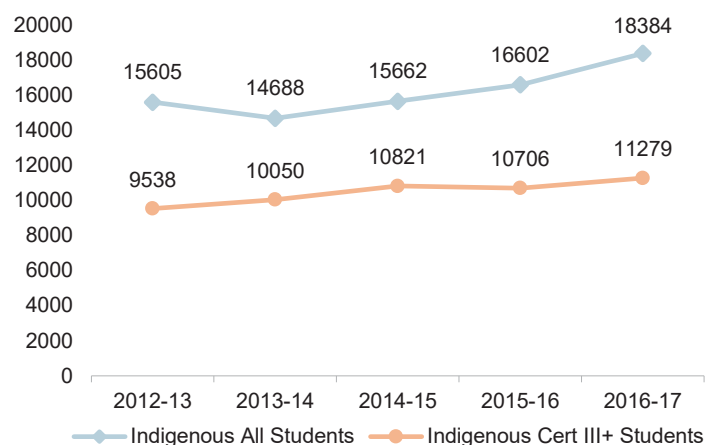
Graph 49: Publicly funded Australian Qualifications Framework Certificate I or above qualifications awarded



Source: Department of Education and Training—STAC database

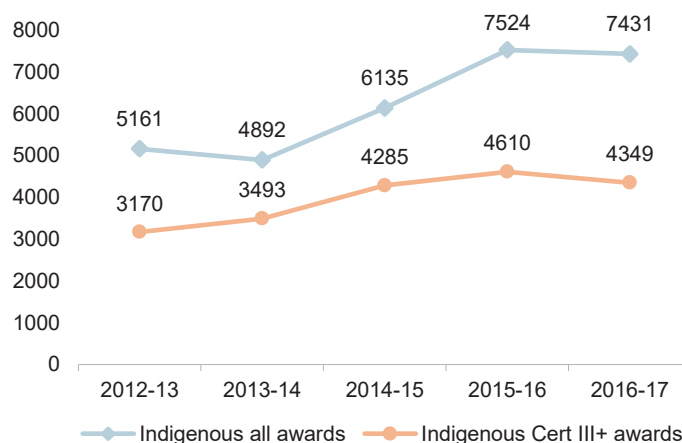
Note: For consistency of reporting with other jurisdictions, the total number of VET qualifications awarded only includes Certificate I or above qualification levels. In annual reports prior to 2012–13 all qualification levels were reported.

Graph 50: Number of Indigenous students in the publicly funded VET system



Source: Department of Education and Training—STAC database

Graph 51: Number of VET qualifications awarded to Indigenous students

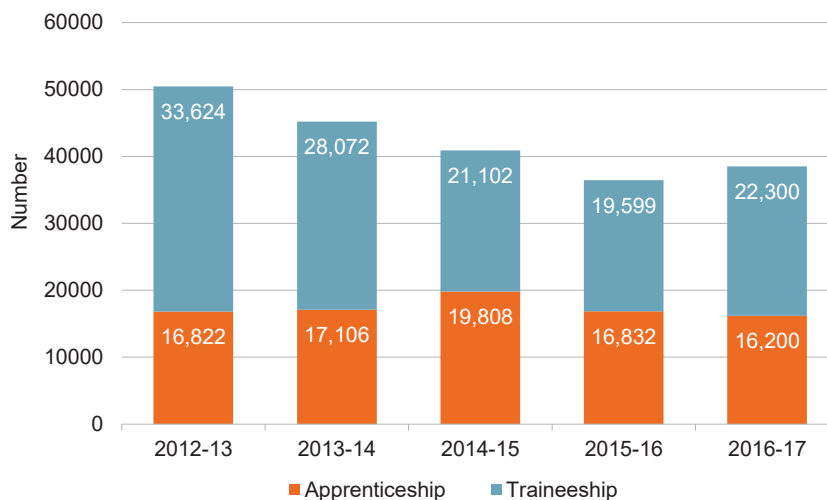


Source: Department of Education and Training—STAC database

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

Apprenticeship and traineeship

Graph 52: Number of apprenticeship and traineeship new commencements

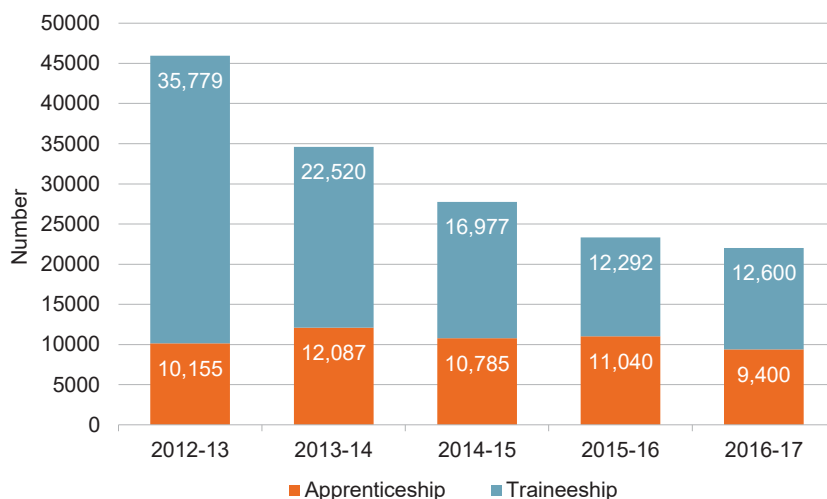


Source: Department of Education and Training—Contract of Training Database (DELTA)

Notes:

- The 2016–17 data are projected results.
- Apprenticeships and traineeships include school-based apprenticeships and traineeships.

Graph 53: Number of apprenticeship and traineeship completions

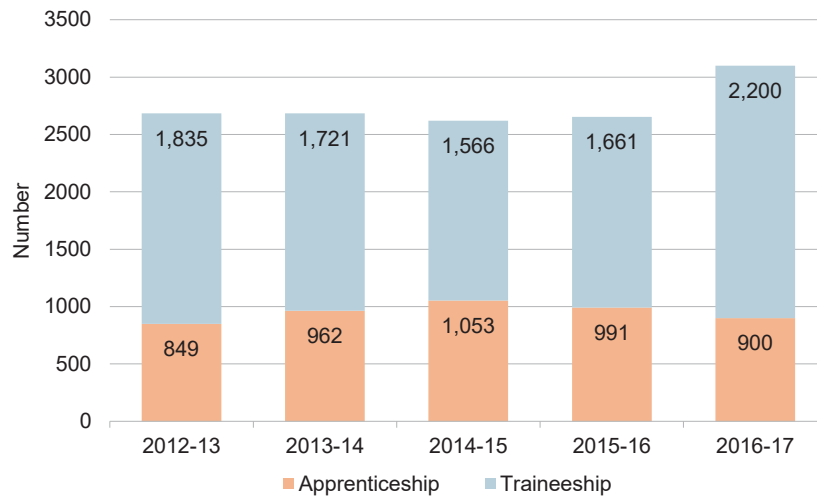


Source: Department of Education and Training—Contract of Training Database (DELTA)

Notes:

- The 2016–17 data are projected results.
- Apprenticeships and traineeships include school-based apprenticeships and traineeships.

Graph 54: Number of Indigenous apprenticeship and traineeship new commencements

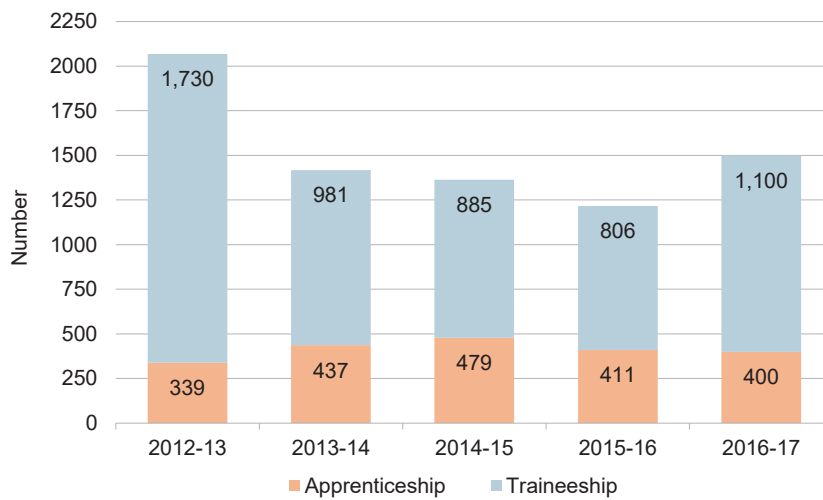


Source: Department of Education and Training—Contract of Training Database (DELTA)

Notes:

- The 2016–17 data are projected results.
- Apprenticeships and traineeships include school-based apprenticeships and traineeships.

Graph 55: Number of Indigenous apprenticeship and traineeship completions

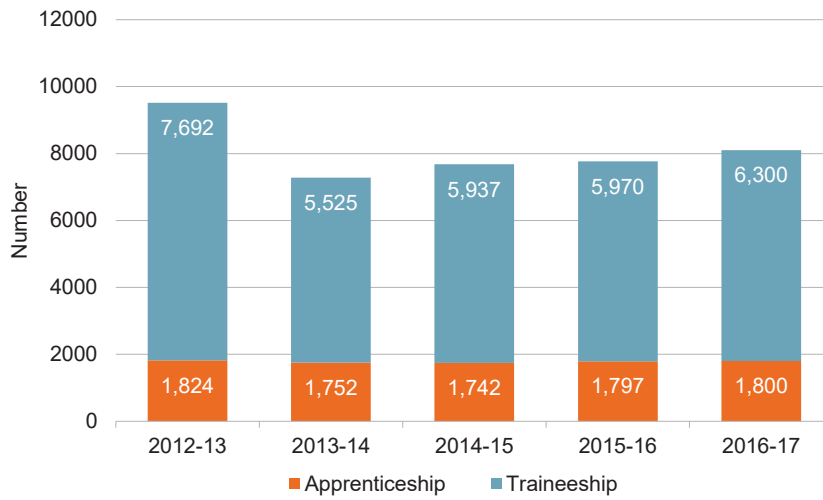


Source: Department of Education and Training—Contract of Training Database (DELTA)

Notes:

- The 2016–17 data are projected results.
- Apprenticeships and traineeships include school-based apprenticeships and traineeships.

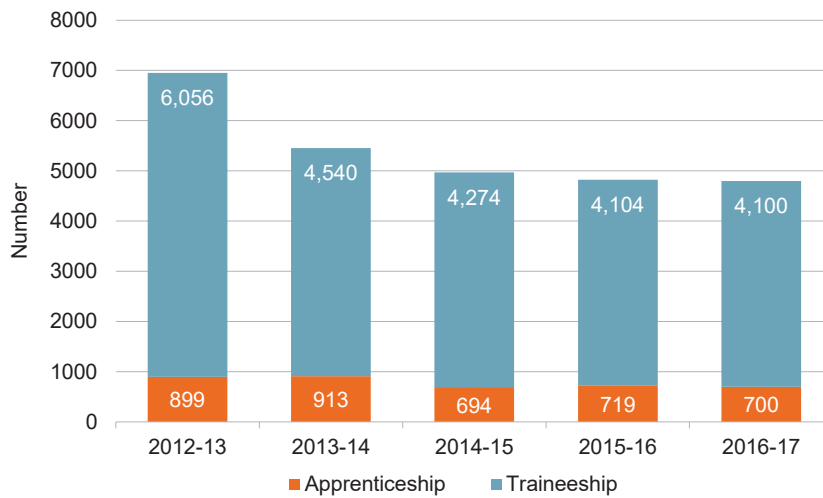
Graph 56: Number of school-based apprenticeship and traineeship new commencements



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

Note: The 2016–17 data are projected results.

Graph 57: Number of school-based apprenticeship and traineeship completions

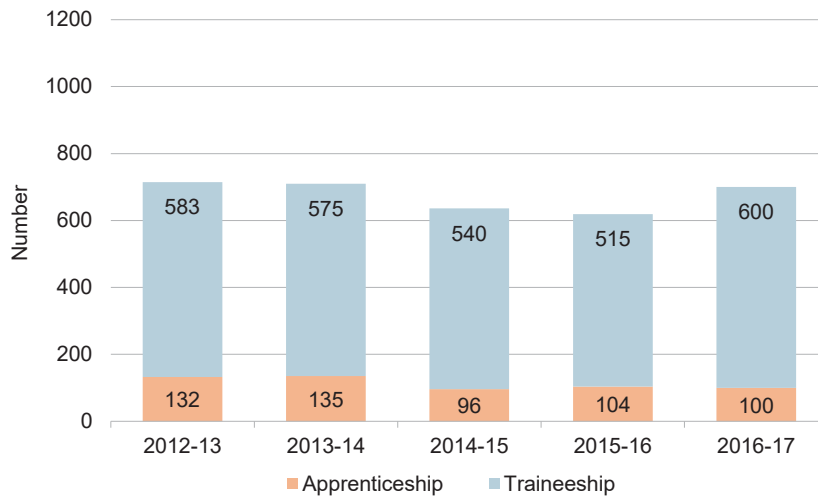


Source: Department of Education and Training—Contract of Training Database (DELTA)

Notes:

- The 2016–17 data are projected results.
- Completions are for those who commenced training as a school-based apprenticeship or traineeship.

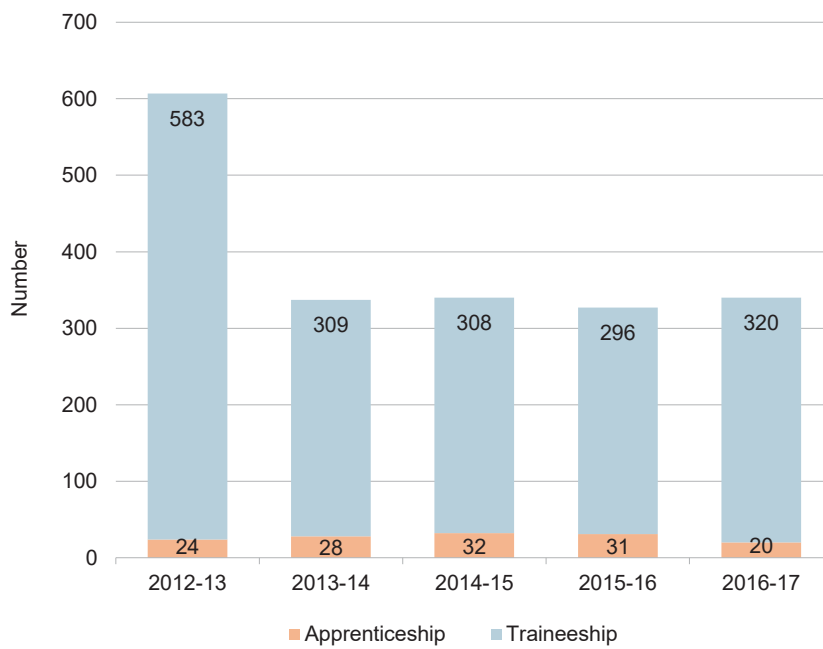
Graph 58: Number of Indigenous school-based apprenticeship and traineeship new commencements



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

Note: The 2016–17 data are projected results.

Graph 59: Number of Indigenous school-based apprenticeship and traineeship completions



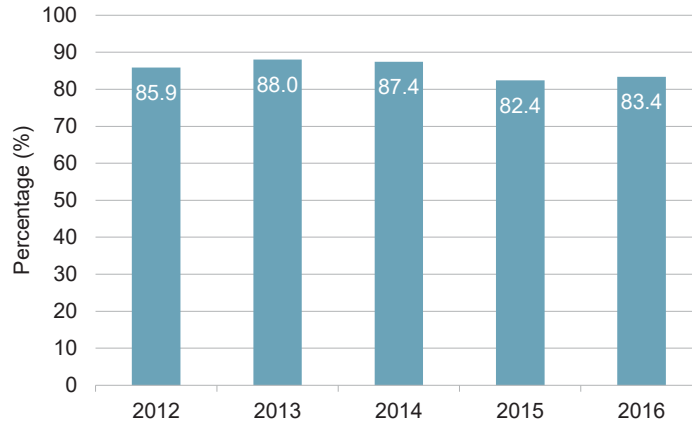
Source: Department of Education and Training—Contract of Training Database (DELTA)

Notes:

- The 2016–17 data are projected results.
- Completions are for those who commenced training as a school-based apprenticeship or traineeship.

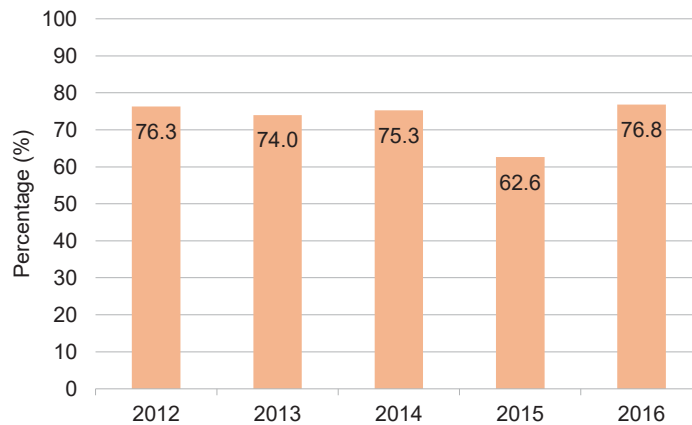
VET outcomes

Graph 60: Proportion of graduates in employment or further study



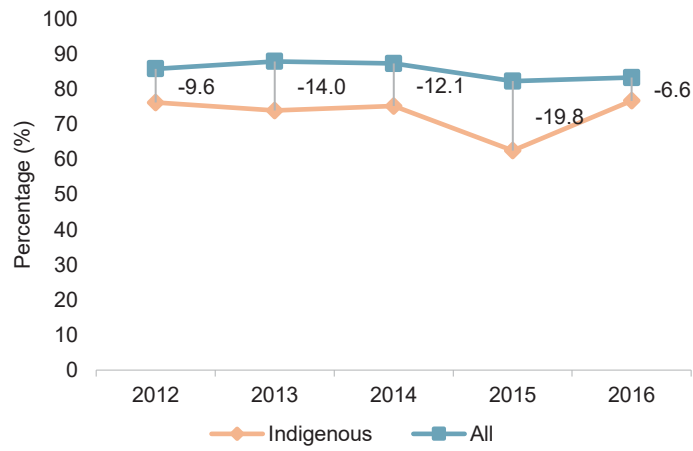
Source: *NCVER government-funded student outcomes 2016*

Graph 61: Proportion of Indigenous graduates in employment or further study



Source: *NCVER government-funded student outcomes 2016—VOCSTATS*

Graph 62: The gap between Indigenous and overall VET Outcomes

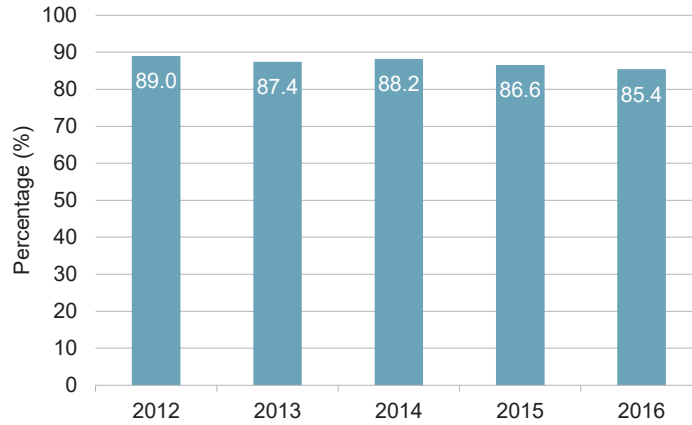


Source: NCVET government-funded student outcomes 2016—VOCSTATS

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.

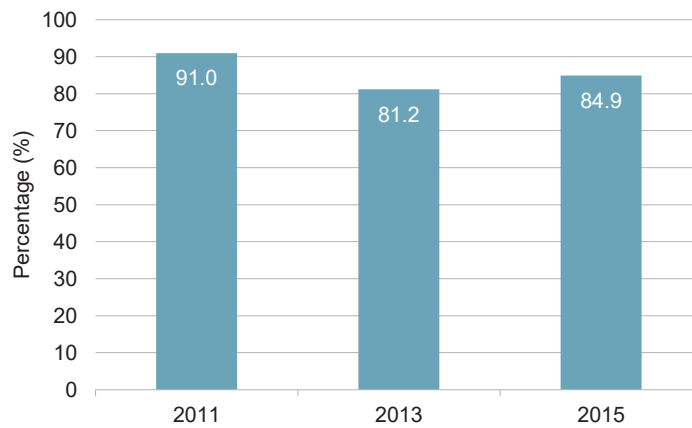
Training satisfaction

Graph 63: Proportion of graduates satisfied with the overall quality of their training



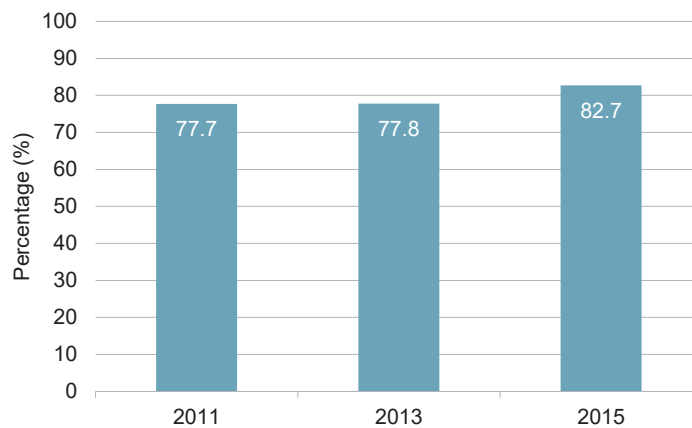
Source: NCVET government-funded student outcomes 2016

Graph 64: Proportion of employers satisfied with graduates of nationally accredited training



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

Graph 65: Proportion of employers satisfied with graduates of apprenticeships and traineeships



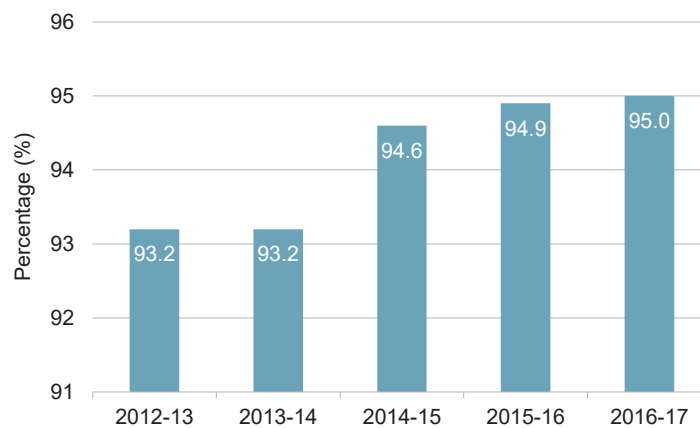
Source: NCVET Employers' use and views of the VET system 2015 (biennial)

Appendix D—Queensland supporting services performance

Table 6: Attendance rate (%) for state school teachers

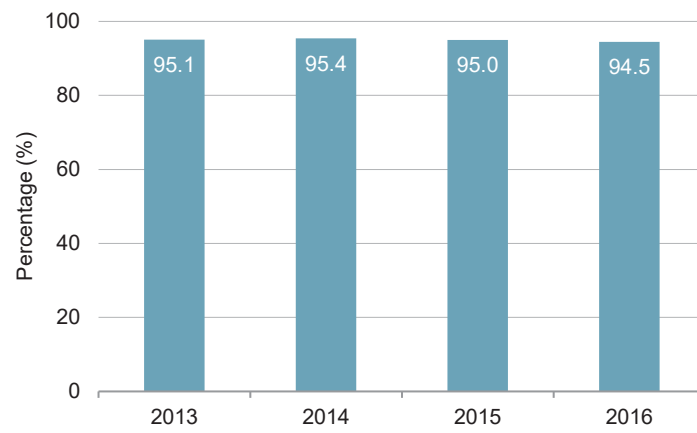
Year	Age									
	20–24	25–29	30–34	35–39	40–44	45–49	50–54	55–59	60–64	65+
2016–17	98.0	97.1	96.5	96.2	96.2	96.1	95.6	94.5	93.2	93.0
2015–16	98.1	97.2	96.6	96.3	96.3	96.2	95.8	94.6	93.7	93.4
2014–15	98.2	97.2	96.5	96.3	96.3	96.1	95.7	94.5	93.4	93.5
2013–14	98.1	97.2	96.4	96.3	96.2	96.2	95.7	94.5	94.0	93.4
2012–13	98.0	97.0	96.3	96.1	96.2	96.1	95.6	94.3	93.9	92.7

Graph 66: DET permanent staff retention rate (%)



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: 2016 DET School Opinion Survey—staff survey

Note: 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

The Premier of Queensland has responsibility for determining ministerial portfolios.

The responsibilities of ministers and their portfolios are set out in Administrative Arrangements Orders. For each Minister, they detail the principal responsibilities, the Acts they administer, and the departments, agencies and office holders responsible for them.

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. 2) 2017*.

Table 7: Administrative Arrangements Order (No. 2) 2017

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 2016</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 Auditor-General is an independent officer of Parliament, appointed for a fixed seven-year term. The QAO enables the Auditor-General to fulfil this role by providing professional financial and performance audit services to both Parliament and the public sector on behalf of the Auditor-General. The *Auditor-General Act 2009* governs the powers and functions of the Auditor-General.

The following QAO reports are applicable to the department. For a complete list of all tabled reports by QAO to the Queensland Parliament in the 2016–17 financial year, visit the QAO website at <https://www.gao.qld.gov.au/reports-resources/parliament>

Report: Education and employment outcomes for Aboriginal and Torres Strait Islander people (Report 20: 2016–17)

In 2007, the Commonwealth, states and territories agreed to a reform program to close the gap in various aspects of Indigenous disadvantage. Two targets in this national agreement are:

- halving the gap for Indigenous people aged 20–24 in Year 12 attainment or equivalent attainment rates by 2020; and
- halving the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade (by 2018).

This audit assessed whether Queensland is reducing the gap in education and employment outcomes for Aboriginal and Torres Strait Islander peoples. During the audit, QAO assessed the support provided by state schools to Aboriginal and Torres Strait Islander students in the senior phase of schooling (Years 10, 11 and 12) to attain Year 12 certification. QAO also assessed how well the Queensland Government supports Aboriginal and Torres Strait Islander students to transition from schooling into work, training, or further education.

The report made three recommendations to the Department of Education and Training and provided a copy of the report to the Director-General, with a request for comments. The department's response is at Appendix A of the QAO report.

Report: Universities and grammar schools: 2016 results of financial audits (Report 18: 2016–17)

Queensland's universities and schools face a continual challenge to shape their business and position themselves to remain sustainable. These challenges impact on the education sector's financial performance, sustainability, and current financial position.

This report summarises the results of our financial audits of the seven Queensland public universities and their controlled entities, the eight Queensland grammar schools, and a small number of other education-specific entities with a financial year end of 31 December. It provides an overview of their finances at 31 December 2016 and of the financial accounting issues that arose during the audits. This report does not include the Queensland Department of Education and Training or TAFE Queensland. These have 30 June year ends.

This QAO also reports on cost-management practices operating at the seven universities, and on important income and cost drivers across the university and grammar school sectors.

Report: Organisational structure and accountability (Report 17: 2016–17)

This audit assessed whether the structures within Queensland Government departments support the achievement of individual agency strategic objectives as well as government priorities, and whether there is a clear accountability for delivering these objectives.

QAO reviewed the strategic plan and organisational structure of 18 departments. QAO also considered the government's overarching strategic direction, and assessed whether each department's strategic plan referenced these objectives and clearly demonstrated how the department planned to contribute towards them.

**Report: Managing performance of teachers in Queensland state schools
(Report 15: 2016–17)**

This audit assessed whether the Department of Education and Training's performance review process for teachers, as part of its overall performance management framework, is improving teaching quality in Queensland state schools.

Teachers are our schools most important resource. Research shows that effective teachers make the biggest difference to student outcomes after family background.

Many factors beyond the school context can influence student outcomes. Teachers are skilled to embrace these challenges and are trained to adapt their teaching methods and materials to meet the needs of students with varying abilities, cultures and backgrounds in the same classroom.

An effective performance and development framework can motivate and challenge teachers to cultivate their skills and knowledge. In addition, it keeps teachers responsible and accountable for their teaching performance. It can be used to recognise high achievers, identify under-performance, and encourage conversations about performance.

QAO assessed the design of the department's performance review process, and undertook detailed fieldwork at 10 state schools to determine how well the process had been implemented. QAO looked at how the department meets teacher development needs and whether schools effectively manage unsatisfactory performance.

QAO made six recommendations and provided a copy of the report to the Director-General, Department of Education and Training, with a request for comment. The response provided by the department was considered in QAO reaching their audit conclusions which were represented to the extent relevant and warranted in preparing the report. The department response is included in Appendix A of the QAO report.

Report: Audit of Aurukun school partnership arrangement (Report 11: 2016–17)

In November 2009, the Queensland Government endorsed a partnership model to address the education needs of Indigenous children in Cape York communities.

In this audit, QAO assessed the adequacy of governance, enrolments, expenditure, and recruitment for this partnership arrangement. Consequently, while it focuses on Aurukun State School, in some cases this arrangement extended to both Hope Vale and Coen State Schools. Where appropriate, QAO included them in their analysis.

QAO made three recommendations and provided a copy of the report to the Director-General, Department of Education and Training, and to the Co-Chair, Good to Great Schools Australia, for comment. QAO also provided a copy of the report to the Premier, the Minister for Education, and the Director-General, Department of the Premier and Cabinet, for their information.

The Department of Education and Training and Good to Great Schools Australia responses are in Appendix A of the QAO report.

Report: Queensland state government: 2015–16 results of financial audits (Report 8: 2016–17)

Most public sector entities, including departments, statutory bodies, and government-owned corporations and the entities they control, prepare annual financial statements and table these in parliament. Each year the Treasurer also prepares consolidated state government financial statements. The consolidated state government financial statements separately disclose transactions and balances for the general government sector and the total state sector.

QAO gave a copy of this report to a number of entities and parties with a request for comment; the option of providing comments; or for their information. Sections of the report were provided to the Minister for Education and Minister for Tourism and Major Events.

Report: Follow-up: Monitoring and reporting performance (Report 3: 2016–17)

This audit follows-up on the three recommendations QAO made in [Monitoring and reporting performance \(Report 18: 2013–14\)](#), which was tabled in June 2014.

Public sector entities must report publicly on their performance as part of their accountability obligations. This demonstrates their effective stewardship and responsible use of taxpayer-funded resources.

QAO provided a copy of the report to the Department of the Premier and Cabinet and Queensland Treasury with a request for comments. The response by the Department of the Premier and Cabinet is in Appendix A of the QAO report.

Report: Strategic procurement (Report 1: 2016–17)

Procurement of services and supplies makes up a significant proportion of expenditure for Queensland Government departments. During 2015–16, 21 government departments and 16 Hospital and Health Services made around 2.1 million separate payments to procure about \$10 billion of supplies and services from 33,903 suppliers (excluding capital spend). This is about 18 per cent of their total expenditure.

QAO provided a copy of the report to all state government departments with a request for comments. Responses were received from the Department of Housing and Public Works and the Department of Science, Information Technology and Innovation and are in Appendix A of the QAO report.

The Office of the Information Commissioner (OIC) Queensland

The 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. The OIC reports to the Legal Affairs and Community Safety Parliamentary Committee.

Report No. 2 to the Queensland Legislative Assembly 2016–17

2016 Right to Information and Information Privacy Electronic Audit—Queensland public sector agencies' responses and comparative analysis with 2010 and 2013 results

This report presents the result of the third electronic audit in which Queensland public sector agencies self-assessed their progress in meeting their obligations under the RTI Act and the IP Act.

Overall, the 184 responding agencies reported on average 81 per cent full compliance and a further seven per cent partial compliance, which together is an increase of three percentage points since 2013.

Appendix G—Governance committees

Executive Management Board (EMB)

Purpose 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, financial budgetary decisions and performance of the organisation to enable it to deliver efficient and effective outcomes for Queensland.

The EMB is supported by:

- Budget Committee
- Portfolio Committee
- Strategic Leadership and Implementation Committee
- Health, Safety and Wellbeing Committee
- Indigenous Governance Committee.

Membership

- 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, Metropolitan Region

Significant achievements 2016–17

- Set key direction, priorities, major strategy and policy
- Acted as the Budget Committee to make budget and investment decisions
- Addressed emergent issues
- Identified and strategically managed risk
- Provided oversight of departmental governance arrangements.

Budget Committee

Purpose The Budget Committee provides advice to the 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.

Budget issues are included as a standing agenda item at EMB meetings.

Membership

- 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, Metropolitan Region
- Executive Director, Office of the Director-General

Significant achievements 2016–17	<ul style="list-style-type: none"> • Provided key funding allocation decisions to support the department’s strategic direction • Ensured a balanced 2016–17 internal budget • Approved the Department of Education and Training’s four-year Infrastructure Investment Program • Reviewed and approved the Department of Education and Training’s FTE • Supported the Department of Education and Training’s 2016–17 Mid-Year Review response and the 2017–18 budget submission • Supported the Department of Education and Training’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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Portfolio Committee

Purpose	<p>The Portfolio Committee provides advice to the EMB regarding oversight of strategic change management across the Department of Education and Training through directing programs and projects from:</p> <ul style="list-style-type: none"> • Early Childhood and Community Engagement • State Schools • Training and Skills • Corporate Services • Policy, Performance and Planning. <p>The Portfolio Committee supports EMB to govern the department’s approach to strategic initiative management, including prioritising investment, and empower the Department of Education and Training’s Portfolio, Program and Project (P3) maturity.</p>
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, Metropolitan Region • Executive Director, Office of the Director-General
Significant achievements 2016–17	<ul style="list-style-type: none"> • Monitored the Department of Education and Training’s portfolio commencing in November 2016 • Reviewed the portfolio report, providing project category, project lifecycle phase and status information • Endorsed the process for maturing the department’s project and program management capability with a suite of capability workshops • Approved a hub and spoke P3 Offices (P3O) operating model for the Enterprise Portfolio Management Office and sub Portfolio/Program/Project Management Offices • Approved the <i>Department of Education and Training’s Program and Project Assurance Framework</i> • Approved the <i>Department of Education and Training’s Benefits Management Framework</i> • Approved the commencement of the portfolio, program and project maturity model assessment (P3M3) for the Enterprise Portfolio Management Office and sub Portfolio/Program/Project Management Offices.

Strategic Leadership and Implementation Committee (SLIC)

Purpose SLIC provides advice to the EMB to support integrated and effective service delivery across the Department of Education and Training to meet its strategic objectives.

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 • 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 2016–17	<ul style="list-style-type: none"> • Provided oversight and supported the integrated and effective delivery of services across the department, based on <i>2016–17 Forward Work Plan</i> • Ensured the department's strategic direction, priorities and policies and overall performance and expectations are reflected in key plans and strategies.

Audit and Risk Management Committee (ARMC)

Purpose ARMC provides independent audit and risk management advice to the Director-General, as a requirement of section 35 of the *Financial and Performance Management Standard 2009*. The Fraud and Corruption Control Committee reports through the ARMC as a sub-committee.

Membership	<ul style="list-style-type: none"> • Karen Prentis, External Member (Chair)—paid \$12,000 per annum • Deputy Director-General, Corporate Services • Deputy Director-General, Early Childhood and Community Engagement • Deputy Director-General, State Schools • External Member—past member, Lesley Lalley, paid \$6000 for nine of 12 months in 2016–17
	<p>Standing invitations</p> <ul style="list-style-type: none"> • Director-General • Assistant Director-General, Finance and Chief Finance Officer • Assistant Director-General, Strategy and Performance • Head of Internal Audit • Director of Audit, Queensland Audit Office • Chair, Fraud Corruption and Control sub-Committee

Significant achievements 2016–17	<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 2016 Approved the 2016–17 Annual Internal Audit Plan and mid-year review of the audit plan Developed a framework for monitoring agreed management actions for internal and external reviews Monitored internal audit performance indicators and measures Monitored the implementation of the Department of Education and Training's <i>Enterprise Risk Management Framework</i>.
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Fraud and Corruption Control Sub-Committee (FCCsC)

Purpose	FCCsC is an ongoing committee that provides advice to the 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
Observer	<ul style="list-style-type: none"> Head of Internal Audit
Significant achievements 2016–17	<ul style="list-style-type: none"> Implemented the Department of Education and Training's <i>2016–17 Fraud and Corruption Control</i> program Reviewed FCCsC operations, membership and terms of reference Reviewed internal reports, including Fraud and Misappropriation Case Status reports, and assessed the department's response to identified issues Responded to the Crime and Corruption Commission's Corruption Risk Assessment Audit questionnaire Continued to contribute to and monitor the alignment of the Department of Education and Training's <i>Applying for Leave Combined with International Travel</i> procedure and guidelines with Queensland's whole-of-government <i>Air Travel Policy</i> Incorporated the increase in uptake of online Code of Conduct training in the Director-General's and departmental executives' performance plans Reviewed fraud and corruption-related policies and procedures to mitigate risk and promote departmental commitment to ethical behaviour and organisational integrity Published the Department of Education and Training's <i>Complaints involving the 'public official' (Director-General)</i> procedure, in compliance with section 48A of the <i>Crime and Corruption Act 2001 (Qld)</i>.

Health, Safety and Wellbeing Committee (HSWC)

Purpose	HSWC provides advice to the EMB to fulfil its corporate governance responsibilities of strategic oversight, direction and continuous improvement of health, safety and wellbeing outcomes for the Department of Education and Training.
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Membership	<ul style="list-style-type: none"> • Deputy Director-General, Corporate Services (Chair) • Regional Director, Darling Downs South West • Assistant Director-General, Infrastructure Services • Assistant Director-General, State School Operations • Assistant Director-General, State School Performance • Executive Director, Human Resources, Performance and Safety • Executive Director, Legal and Administrative Law Branch • Executive Director, Office of Early Childhood and Community Engagement • Executive Director, School Improvement Unit • Executive Director, Strategic Advisory, Training and Skills • Director, Governance, Strategy and Planning • Director, Organisational Safety and Wellbeing <p>Observer</p> <ul style="list-style-type: none"> • Head of Internal Audit
Significant achievements 2016–17	<ul style="list-style-type: none"> • Endorsed and published the Department of Education and Training's HSW Management System, providing the framework and strategic direction for 2016–20 • Endorsed and published the Department of Education and Training's sixth value—<i>Safety: Work safe, learn safe, be safe</i> • Improved the number of HSW Committees established statewide, with 99 per cent registration rate • Endorsed the Department of Education and Training's <i>Wellbeing Framework</i> and approved the <i>Wellbeing Implementation Plan</i>.
Indigenous Governance Committee (IGC)	
Purpose	IGC provides advice to the EMB regarding opportunities across the department for innovative strategies to achieve early childhood, education and training goals for Aboriginal and Torres Strait Islander Queenslanders by fostering collaborative and integrated working arrangements, discussion and debate.
Membership	<ul style="list-style-type: none"> • Director-General (Chair) • Deputy Director-General, Early Childhood and Community Engagement • Deputy Director-General, Corporate Services • Deputy Director-General, Policy, Performance and Planning • Deputy Director-General, State Schools • Deputy Director-General, Training and Skills • Assistant Director-General, State Schools—Indigenous Education • Regional Director • School Principal • Leon Epong, Chair of the Queensland Aboriginal and Torres Strait Islander Education and Training Advisory Committee, External Member—paid \$390 per annum
Significant achievements 2016–17	<ul style="list-style-type: none"> • Contributed to the submission to the House of Representatives Standing Committee on Indigenous Affairs inquiry into Educational Opportunities for Aboriginal and Torres Strait Islander students • Supported the development of the Aboriginal and Torres Strait Islander Education and Training Action Plan • Supported the whole-of-government <i>Moving Ahead</i> strategy (<i>Moving Ahead—A strategic approach to increasing the participation of Aboriginal people and Torres Strait Islander people in Queensland's economy 2016–2022</i>) and three per cent Indigenous employment target.

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 department	Nil.
Achievements 2016–17	AMEB examined over 18,550 candidates in music and speech and drama in over 190 venues across the state. Primary and secondary school children made up 95 per cent of candidates. At the Annual Presentation of Awards and Diplomas Concert in March 2017, 76 candidates were awarded their diplomas in music, speech and drama.

Aviation Australia

Objective/function	In 2001, Aviation Australia Pty Ltd was established by the department 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 department	Nil.
Achievements 2016–17	Aviation Australia provided department-funded training for students in a range of aviation industry qualifications including: Certificate IV in Aeroskills: Mechanical Certificate IV in Aeroskills: Structures 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 2016 effective from 1 January 2017</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 department	Costings are outlined in the individual annual reports.
Achievements 2016	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	<i>Education (Accreditation of Non-State Schools) Act 2001</i>
department	The Non-State Schools Accreditation Board tables its own annual report.
Cost to department	Costings are outlined in the board's annual report.
Achievements 2016–17	Achievements are outlined in the board's annual report.

Non-State Schools Eligibility for Government Funding Committee

Objective/function	This committee is an independent committee of the Non-State Schools Accreditation Board. The committee assesses applications for government funding eligibility for non-state schools, and makes recommendations to the Minister.
Constituting Act	<i>Education (Accreditation of Non-State Schools) Act 2001</i>
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 department	Costings are outlined in the board's annual report.
Achievements 2016–17	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 <i>Education (General Provisions) Act 2006</i>
Financial reporting arrangement	P&Cs Qld's 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 department	In 2016–17, the department paid \$311,473 (GST inclusive) to P&Cs Qld under the terms of a partnership agreement. This increases each year in line with the Consumer Price Index. The department provides a grant of \$4000 to new P&Cs established for each new school. The department also funds the P&Cs Qld Voluntary Workers insurance premium. In 2017, this amount was \$37,768.50 (GST inclusive).
Achievements 2016–17	Achievements include: <ul style="list-style-type: none"> • 2016 State Conference held in Gladstone • conducting a webinar series for P&C executive members • providing networking, workshops and professional development events for principals and P&C members • delivering P&C of the Year Awards • Training and Development Officer visiting numerous schools and P&Cs.

Duke of Edinburgh's International Award State Advisory Committee

Objective/function	This committee provides strategic guidance for the delivery of <i>The Duke of Edinburgh's International Award</i> and <i>Bridge Award</i> programs and promotes the awards through industry and community networks.
Constituting Act	Not applicable.
Financial reporting arrangement	Not applicable.

Cost to department	Nil.
Achievements 2016–17	Assisted the State Award Operating Authority to meet National Award Authority strategic initiatives through support to significantly increase state school participation and active engagement at award events.

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 department	\$35,000.
Achievements 2016–17	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 department	Costings are outlined in the QCT annual report.
Achievements 2016	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 arrangement	QCAA tables its own annual report. QCAA must develop a budget for each financial year and provide the budget to the Minister for approval.
Cost to department	Costings are outlined in the QCAA annual report.
Achievements 2016–17	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 VET. TAFE Queensland performs its functions in a commercially successful manner that is responsive to the needs of industry, students and the general community.
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Constituting Act	<i>TAFE Queensland Act 2013</i>
Financial reporting arrangement	TAFE Queensland tables its own annual report.
Cost to department	Costings are outlined in the TAFE Queensland annual report.
Achievements 2016–17	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 department	Nil.
Achievements 2016–17	A statement of CSQ operations and related budget is outlined in its Annual Training Plan which is published on the CSQ website http://www.csq.org.au

Universities

Objective/function	Queensland's seven public universities that provide higher education across the state include: CQUniversity 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 department	Costings are outlined in the individual annual reports.
Achievements 2016	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.
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 <i>Melbourne Declaration</i> (2008).
Australian Early Development Census (AEDC)	A population measure of how children have developed by the time they start school. Data is captured on five domains of early childhood development: physical health and wellbeing, social competence, emotional maturity, language and cognitive skills, and communication skills and general knowledge. It is a national census conducted every three years with the last census conducted in 2015.
Australian Qualifications Framework	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.
Australian Skills Quality Authority (ASQA)	Promotes quality training so that students, employers, and industry have confidence in Australia's training sector.
Aviation Australia	The Centre of Excellence established by the Queensland Government in 2001 to provide skills development for the aviation and aerospace industries.

C	
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.
Curriculum into the Classroom (C2C)	A comprehensive set of example planning resources to assist teachers and schools to implement the Australian Curriculum in many different school contexts.

D	
DET International	Located within the Training and Skills Division, is the Queensland Government's key coordination point for positioning Queensland's state school sector internationally and increasing its level of global engagement.
Deadly Kindies	A collaboration between the Institute for Urban Indigenous Health and the Queensland Department of Education and Training. The initiative is designed to highlight the importance of Kindergarten in early childhood education and encourage attendance.

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.
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.
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 standalone 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 school 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 Agreement	An agreement between the Commonwealth and the states and territories to facilitate coordination, monitoring and delivery of strategies to improve service delivery.
National Quality Framework	The <i>National Quality Framework</i> 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 framework includes the National Law and National Regulations, the <i>National Quality Standard</i> , an assessment and quality rating process and national learning frameworks.
National Quality Standard	A key aspect of the <i>National Quality Framework</i> and sets a national benchmark for early childhood education and care services.

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).
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)	This statutory body is responsible for providing kindergarten to Year 12 syllabuses and guidelines, and assessment, testing, reporting, certification and tertiary entrance services to Queensland schools.
Queensland VET Quality Framework	The framework outlines the Department of Education and Training's approach to quality oversight of publicly funded vocational training, detailing the many integrated measures that work to build confidence in the VET system and investment in skilling strategies.
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 Years 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	A grouping of specialist teachers with experience and/or qualifications in dedicated areas of specialisation to support the education program for students with disability.

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).
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Supporting People Experiencing Learning Differences (Speld) Qld	A not-for-profit organisation whose goal is to provide a quality educational support service to support people experiencing learning differences across our state.
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T

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.
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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
AEDC	Australian Early Development Census
AIMS	Adjustment Information Management System
AMEB	Australian Music Examinations Board
ARMC	Audit and Risk Management Committee
ARR	Apparent Retention Rates
ASQA	Australian Skills Quality Authority
B	
BCITF	Building and Construction Industry Training Fund
C	
C2C	Curriculum into the Classroom
CIS	Centre Information System
COAG	Council of Australian Governments
CSQ	Construction Skills Queensland
D	
DET	Department of Education and Training
DFV	Domestic Family Violence
E	
EMB	Executive Management Board
F	
FCCsC	Fraud and Corruption Control sub-Committee
FPMS	Financial and Performance Management Standard
FTE	Full-Time Equivalent
G	
GST	Goods and Services Tax
H	
HOSES	Heads of Special Education Services
HSW	Health, Safety and Wellbeing
HSWC	Health, Safety and Wellbeing Committee
I	
IBD	International Baccalaureate Diploma
ICT	Information and Communications Technology
IGC	Indigenous Governance Committee
IP	Information Privacy

Acronyms

IPS	Independent Public Schools
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K

KPI	Key Performance Indicator
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L

LGBTIQ+	Lesbian, Gay, Bisexual, Transgender, Intersex and Queer
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M

MOHRI	Minimum Obligatory Human Resource Information
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N

NAPLAN	National Assessment Program—Literacy and Numeracy
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NCVER	National Centre for Vocational Education Research
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NMS	National Minimum Standard
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O

OIC	Office of the Information Commissioner
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OP	Overall Position
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P

P3	Portfolio, Program and Project
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P3O	Portfolio, Program and Project Offices
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P&C	Parents and Citizens' Association
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PBL	Positive Behaviour for Learning
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PPP	Public Private Partnership
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Q

QAO	Queensland Audit Office
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QCA	Queensland Coding Academy
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QCAA	Queensland Curriculum and Assessment Authority
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QCE	Queensland Certificate of Education
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QCIA	Queensland Certificate of Individual Achievement
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QCT	Queensland College of Teachers
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Qld	Queensland
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QUT	Queensland University of Technology
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QVSA	Queensland Virtual STEM Academies
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R

RTI	Right to Information
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RTO	Registered Training Organisation
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S

SATs	School-based Apprenticeship and Traineeships
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SES	Senior Executive Service
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SIU	School Improvement Unit
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SLIC	Strategic Leadership and Implementation Committee
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Speld	Supporting People Experiencing Learning Differences
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SQW	Skilling Queenslanders for Work
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Acronyms

STEM	Science, Technology, Engineering and Mathematics
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T

TAFE	Technical and Further Education
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V

VET	Vocational Education and Training
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